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ABSTRACT

A seminar was conducted to review formal and nonformal education in the context of lifelong education in Southeast Asia and the Far East, to visit field projects in Thailand and discuss the experiences gained, and to suggest ways and means to solve identified problems and coordinate planning. This report summarizes the information that was presented and the actions that were taken by the nine seminar participants. The report is organized in four chapters. Chapter 1 presents an overview of experiences of coordinated planning and complementarity between formal and nonformal education in many countries of the Asia and Pacific region, specifically in China, India, Indonesia, the Philippines, Vietnam, Sri Lanka, and Thailand. Chapter 2 contains highlights of the field visit to southern Thailand. In chapter 3, a proposed model on complementarity between formal and non-formal education is presented, and seminar participants present the problems, issues, and strategies inherent in coordinated planning for education. The final chapter contains recommendations for the improvement of educational efforts in the countries of Southeast Asia and the Far East. An appendix contains a report of the field visit that was made to projects and programs in Thailand in October 1985. (KC)

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APEID

Asia and the Pacific Programme of Educational Innovation for Development

FORMAL AND NON-FORMAL EDUCATION

Co-ordination and Complimentarity

Report of a Regional Operational Seminar
Bangkok and Southern Thailand
22-31 October 1985

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INTRODUCTION

Background

Within the framework of the Asia and Pacific Programme of Educational Innovation for Development (APEID), the Unesco Regional Office for Education in Asia and the Pacific (ROEAP) organized, in close co-operation with the Department of Non-formal Education, Ministry of Education, Thailand, a Regional Operational Seminar on Co-ordinated Planning and Complementarity between Formal and Non-formal Education, at ROEAP, Bangkok, from 22 to 24 October and from 29 to 31 October, and a field visit to projects and programmes in southern Thailand, from 25 to 28 October 1985.

The Seminar was one of the activities organized under Unesco's Major Programme II: "Education for All", and a sub-programme dealing with actions to achieve better co-ordination between formal and non-formal education and greater continuity between the various parts of the education system. The targets were to contribute to the promotion of better co-ordination between the various stages and forms of education and ensure mobility between one form of education and another, or from one type of instruction to another.

Objectives

The main objectives of the Seminar were to:

1. review the current situation in the region on the subject in the context of lifelong education;
2. visit field projects in Thailand and discuss the experiences gained; and
3. suggest ways and means to solve identified problems and possible actions to strengthen co-ordinated planning and complementarity between formal and non-formal education at the national and regional levels.

Participation

The Seminar was attended by nine participants from China, India, Indonesia, Philippines, Socialist Republic of Viet Nam, Sri Lanka and Thailand, and five observers from Thailand. Dr. Kowit Vorapipatana from Thailand and Dr. C.L. Sapra from India acted as resource persons to the Seminar. The List of Participants is given in Annex I.

Preparation of the Seminar

The Seminar was preceded by national workshops held in India, the Philippines, Socialist Republic of Viet Nam, Sri Lanka and Thailand on the theme of co-ordinated planning and complementarity between formal and non-formal education. The participants of these workshops synthesized their existing experiences highlighting the achievements, problems, issues and trends of successful projects and programmes which introduce innovative measures, approaches, structures, etc., with a view to ensuring co-ordinated planning and complementarity between formal and non-formal education in the areas of universalization of primary education, science education and basic skills training. The reports of these workshops were used as reference documents for the regional seminar. A list of seminar documents is given in Annex II.

Inauguration

The participants were welcomed by Mr. John Beynon, Director a.i., Unesco ROEAP. He mentioned in his welcome address that Unesco had been encouraging the idea that education had to "walk on two legs" – a formal mode and a non-formal one. The recent Fifth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific (MINEDAP V, Bangkok, March 1985) commented that a crucial concern is to ensure that non-formal education does not become inferior to the formal sector in status and quality.

In his inaugural address, Mr. Pote Dhanyakhan, Inspector-General and Acting Secretary-General of the Thailand National Commission for Unesco, stressed that the Seminar was of crucial importance to the future of education and indeed to the future of development. Education has to provide lifelong learning opportunity to the population. It is no longer possible to develop formal and non-formal education independently, due to resource constraints. Thailand has tried out and adopted various approaches to achieve closer linkages between the formal and the non-formal sectors.

Officers of the Seminar

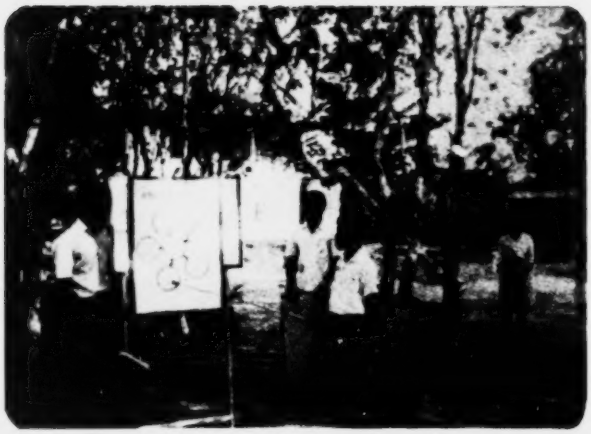
The Seminar unanimously elected the following as Office Bearers:

Chairman:	Dr. Kamol Sudaprasert (Thailand)
Vice Chairman:	Mr. M. Lakshminarayana (India)
Rapporteur:	Dr. Maria Manuel (Philippines)

Work of the Seminar

The Seminar reviewed experiences with special reference to achievements and problems in attaining a general goal of overall co-ordinated planning and complementarity between formal and non-formal education in the context of lifelong

education in the areas of universalization of primary education, science education and basic skills training based on the national workshop and/or country reports presented by the participants. The Seminar also organized field visits to projects and programmes in Songkhla and neighbouring areas in the south of Thailand to observe how Thailand had operationalized different aspects of the theme of the Seminar. In order to facilitate an in-depth study of the Thai programme, the participants of the Seminar were divided into three groups covering the main areas of study. Each of the groups had its own chairman and rapporteur. Based on the inter-country exchange of experiences and field visits, the participants designed proposals to further promote co-ordinated planning and complementarity between formal and non-formal education at the national and regional levels. At the concluding session, the Seminar considered and adopted its report. The agenda is given in Annex III.



School children explaining their school activities to the participants at Ban Yang Ngam School, Songkhla Province

Informal way of discussing non-formal education with community leaders at Ban Yang Ngam School, Songkhla Province (left). School children intent on cracking cashew nuts for sale, at Ban Yang Ngam School, Songkhla Province (right).

School teacher demonstrating bee raising at Ban Yang Ngam School, Songkhla Province

A community leader introducing the Village Newspaper Reading Centre to the participants, with the member of the Centre committee ready to answer questions

The participants had an opportunity to meet and discuss with community leaders and villagers at Project STEP site at Kho-Thongsom Village, Amphoe Khaw Chaison, Phatthalung Province

Demonstration class in home economics at Prathan Ratnikorn Area Vocational Training Centre, Amphoe Haad Yai, Songkhla Province

Visit to the Food, Nutrition and Community Development Centre for Southern Thailand, Prince of Songkhla University, Amphoe Jana, Songkhla Province

Chapter One

COUNTRY EXPERIENCES ON CO-ORDINATED PLANNING AND COMPLEMENTARITY BETWEEN FORMAL AND NON-FORMAL EDUCATION: AN OVERVIEW

1. The learning process in a society generally uses three channels, viz., formal, informal and non-formal education which operate side by side. All these channels are at present functioning as separate entities in many countries of the Asia and Pacific region. This watertight compartmentalization has led to duplication of effort and waste of scarce resources. Sometimes these three modes of learning have even been found to be working at cross purposes. Educational planners and administrators in the region are, therefore, making efforts with varying degrees of success at developing a comprehensive learning system through co-ordinated planning and establishment of complementarity of the three modes of learning so as to provide the most appropriate responses to their changing societal needs.

2. During the Seminar, the participants from China, India, Indonesia, Philippines, Sri Lanka, Socialist Republic of Viet Nam and Thailand shared their country experiences in co-ordinated planning and complementarity between formal and non-formal education. Before the highlights of these experiences are presented in this chapter, an attempt is made to define the key concepts used in the country reports such as formal education, informal education, non-formal education, co-ordinated planning and complementarity, for purposes of uniform understanding of these concepts.

3. Formal education means organization of education through institutional infrastructure like schools, colleges, universities, etc. It involves sequential learning structures which are graded and standardized leading to certification to achieve pre-determined objectives in terms of certain desirable changes in learners.

4. Informal education, which is also sometimes called 'incidental' education, refers to unorganized education acquired during the entire life span of an individual through interaction with parents and siblings and with other members of the society, or through engaging in work and exposure to social events and movements and through mass media such as newspapers, radio, television, etc.

5. Non-formal education differs from formal education in the sense that it takes place outside the traditional framework of the formal system. This characteristic is also shared by informal education. However, like formal education, non-formal education is organized and has pre-determined objectives. It also has certain sequential learning structures which are not necessarily graded. While formal education is rigid and is characterized by uniformity to a large extent, the hallmark of non-formal education is its flexibility in terms of time and duration of learning, age group of learners, content, methodology of instruction and evaluation procedures.

6. The concept of co-ordinated planning implies interaction among the functionaries of all departments and agencies which are concerned with formal and non-formal education at different levels, including functionaries of those departments and non-governmental organizations which deal with development programmes, with a view to optimal utilization of resources through formulation of integrated plans and implementation, monitoring and evaluation of those plans.

7. The concept of complementarity means bringing about mutual support between formal and non-formal education in respect of mobilization and utilization of physical facilities, personnel, administrative structures, curriculum and instructional materials, training of teachers and supervisors and evaluation/certification procedures and techniques that have developed within each mode.

8. Below is given a summary of country experiences based on the national workshop and country reports and presentation of the participants from China, India, Indonesia, Philippines, Sri Lanka, Socialist Republic of Viet Nam and Thailand.

CHINA

9. China has established a high-power Education Commission which plans and implements all educational programmes using formal as well as non-formal modes. Through the formal sector, it provides regular educational facilities for elementary, secondary and higher education levels. However, the non-formal mode is being used to extend educational facilities to out-of-school youths and adults especially peasants and workers. During the past few years of the Post-Cultural Revolution, steps have been taken to make non-formal education at all levels as an integral component of China's education system.

10. In China, 23.5 per cent of its population is still illiterate or semiliterate. Thus the literacy movement today remains a fundamental part of non-formal education. On an average 6,088,200 people in cities and rural areas are participating annually in all types of literacy programmes through night schools, neighbourhood literacy groups, field literacy groups, house-wife literacy courses, etc. The contents of instruction are closely related to the needs of production and the daily life, such as crop production, animal raising, breeding techniques, housekeeping, nutrition, etc. The minimum standard for literacy has been prescribed by the government – which includes ability to read and write and usage of 2,000 Chinese characters for workers, and 1,500 for peasants. Along with the literacy campaign, a nine-year compulsory education movement is being put into practice throughout the country.

11. The integration of these two movements aims to eliminate illiteracy from the country. China has spare time primary and secondary education schools.

12. These schools are run by the respective villages and townships. They are specially designed to help all those who have completed basic literacy programmes and would like to continue their studies to finish primary and secondary education. These schools are highly flexible in terms of timings and teaching methodologies.

Some of the schools operate at night whereas others are planned to provide educational opportunities during any spare time. Moreover, the schools have also taken the form of a module or horse back school so as to meet the learning needs of nomadic and hilltribes population.

13. In addition, there are village-run vocational and agrotechnical education schools. These schools focus on the teaching of science and technology to meet the needs of modern production techniques in rural areas. Contents of learning range from crop production, animal husbandry, sewing, embroidery to electrical engineering, auto repairs, etc. At the county level, vocational and agrotechnical schools have been established to provide advanced professional training which are similar to other vocational training schools run under the formal education sector.

14. Recently TV and radio universities, workers' universities, peasants' universities, correspondence universities have been established all over the country. These universities provide higher learning opportunities to all those who cannot attend formal higher education institutions. Another type of non-formal higher learning which is warmly welcome by the youth, is the self-taught examination system.

Problems

15. Like its formal counterpart, the non-formal education system has taken its own role in fostering more qualified personnel for China's modernization. However, there are still some crucial problems in this sector. For example, the inferiority of non-formal education in comparison to the formal one, in terms of the quality of the curriculum and instruction. Similarly the training of non-formal education personnel lack proper emphasis on "what to teach" and "how to teach".

16. There is no systematic plan or co-ordinated efforts (both at the administrative and academic levels) to achieve complementarity between formal and non-formal education, which could facilitate transition from non-formal education to the formal and vice versa. The lack of financial resources is one of the constraints for the education system in general, and non-formal education in particular.

INDIA

17. In India the formal system of school education is spread over 12 years – five years at the primary level (classes I to V), three years at the middle level (classes VI to VIII), two years at the secondary level (classes IX and X) and two years at the senior secondary level (classes XI and XII). The pre-school stage covering 3-5 year age-group children is not a recognized system of education as such. Provision of free and compulsory education for all the children until they complete the age of 14 years is a constitutional goal. India is also committed to the removal of illiteracy among adults in the age group 15-35 years.

18. Progress in achieving the goal of universal elementary education has been halted by the phenomena of non-enrolment and drop-out which have come to the fore due to reasons which can be classified as socio-economic, financial, structural

and pedagogic. As the main strategy for covering out-of-school children, non-starters and drop-outs and for ensuring their retention in the elementary education system, a major change in the policy has been adopted in the Sixth Five-Year Plan (1980-1985) with a new motto: 'Every child shall continue to learn in the age group 6-14 years on a full-time basis if possible, and on a part-time basis, if necessary'. Following this, a non-formal part-time education is being developed in a big way as an alternate supportive system to formal schooling. Under this system efforts are being made to offer elementary education of the same standard at places and timings suited to the needs and conveniences of the children.

19. At the national level the Ministry of Human Resource Development (Department of Education) is responsible for the entire programme of universalization of elementary education, both formal and non-formal. At this very level, while the National Council of Educational Research and Training (NCERT) functions as an academic adviser to the Government of India, the National Institute of Educational Planning and Administration (NIEPA) advises in the planning, management and administration of the programme. The advice and guidance of these national-level institutions are available at the sub-national levels also. At the sub-national level Education Departments deal with all matters connected with elementary education, formal and non-formal. Directorates of Education/Public Instruction/School Education/Elementary Education/Adult Education, and District Education Officers under the sub-national systems deal with these subjects further. Institutions such as State Councils of Educational Research and Training (SCERT)/State Institutes of Education (SIE) and teacher training institutions provide academic support for the entire programme of universalization of elementary education at the sub-national levels.

20. For providing opportunities of learning at the secondary level and the higher level, institutions known as Open School and Open University have been established. These will supplement the formal institutions in their respective areas and facilitate own-time learning without interfering with the income-generating activities of the clientele.

21. The ten-year schooling constituting primary, middle and secondary stages prescribes a common curriculum for an all-round and balanced growth. At the elementary level, under the non-formal mode, children are offered education in a graded and condensed form so that the essentials are imparted without sacrificing quality. Ordinarily at the primary level, a student of a non-formal centre would require two years to complete the primary-level course, whereas for completing the middle-level course a student would require three years. Academic institutions both at the national and sub-national levels prepare reading and learning materials for use both in the formal and non-formal sectors. Teacher training institutions provide training both for formal school teachers and non-formal instructors. Supervision and inspection are also conducted commonly for formal and non-formal institutions.

22. Under a common curriculum at the school stage (up to and including the secondary stage), all subjects including science and mathematics are prescribed

compulsorily. Also under the non-formal structure, subjects dealing with sciences are taught with appropriate modifications/adjustments. Usage of science kits in the formal schools and non-formal education centres is being encouraged. In the open school system at the secondary stage the students are assisted in learning science by the provision of appropriate linkages with the formal secondary/senior secondary schools which have the requisite library and laboratory facilities.

23. Socially Useful Productive Work (SUPW) is an integral part of the curriculum up to the secondary stage. While the dignity of labour is inculcated in the school children, the time spent on this activity helps in creating useful goods and services. Schemes like 'Earn while you learn' are also being implemented which help in teaching skills, production of usable goods and providing monetary incentives to the children. In the non-formal system the children are already engaged in income-generating activities or in household chores. Under the adult education programme besides literacy, numeracy and awareness, activities aimed at the development of skills are undertaken. In the implementation of this programme, the Education Department co-ordinates with other departments engaged in rural development, agriculture, health, etc.

24. In the context of universalization of elementary education, non-formal education is expected to play a wider role in the years to come. The experimental phase has brought into the fore certain problems relating to planning, administration and management of this programme. Besides, the various qualitative aspects of the programme, such as training of instructors, development and production of teaching-learning materials in sufficient quantity and variety suited to diverse groups of children and geographical locations, establishment of accreditation/certification procedures needed for continuation of further studies and employability of the products, supervision, monitoring, etc. have to be looked into in greater detail for effecting improvements. Currently this programme is being jointly evaluated by NIEPA and NCERT. On receipt of the evaluation report, further steps will be taken to enrich this programme so that it could play an effective role in achieving the goal of universalization of elementary education along with the formal school system.

25. Improvements in the teaching of science and mathematics have always been engaging the attention of the Government. It is expected that improvements brought about in the teaching-learning materials and the techniques of teaching in the formal schools will find an echo in the non-formal education centres as well as in the open school system. Facilities available in schools can be utilized with advantage by the non-formal education centres. Knowledge imparted in the adult education centres is also revised and updated from time to time.

26. Basic skills in the non-formal sector can be developed through extension services by institutions in the formal sector imparting vocational/technical courses. The problem here is one of co-ordination. Community contact programmes, if suitably planned and implemented, will go a long way in mutually reinforcing the activities in both these sectors.

INDONESIA

27. The Government has assigned first priority to expanding educational opportunities for all citizens through major policy decisions by introducing compulsory education at the primary level for all school-age children between 7-12 years. The policy became operational with effect from the first year of the Fourth Five-Year Plan (1984-1989).

28. In order to achieve this policy goal, the Government promoted primary education through formal and non-formal sectors of the education system. The formal sector has pre-primary education for children between the ages 4-6 and primary education for all children between 7 and 11 years of age. The graduates of primary school then go to lower secondary (three years) and higher secondary (three years) before entering a university.

29. However, there are millions of children and out-of-school youths and adults who could not enter the formal school or dropped out after the first few years. In order to provide them another opportunity for learning, the Ministry of Education and Culture designed special programmes through the Directorate General of Non-formal Education, Youth and Sports. The Directorate has its branches at the provincial, district and sub-district levels through which the educational programmes are planned and implemented. These programmes fall under the general categories of basic education and occupational and skills training. The formal and non-formal education programmes are run independently with separate budget, personnel, curricula and teaching-learning materials except in experimental projects. Some of the significant non-formal education programmes being implemented are given below:

30. **The PAMONG programme (basic education).** This programme utilizes learning resources from within the local community (parents, teachers, and other members of the community) in facilitating the learning process for the students with self-instructional materials based on regular primary school curriculum.

31. **Functional literacy programmes.** These programmes link literacy with income-generating activities and are called "KEJAR PAKET A". The PAKET A is used by the out-of-school youths aged 7 to 12, who are generally interested in income-generating activities, and are organized in different income-generating-learning groups (aged 13-44). The development of PAKET A is part of the whole programme of non-formal education for youths and adults specially designed to complement the compulsory primary education programme. The blending of primary-level schooling and PAKET A programme in the compulsory education programme is a unique example of complementarity between formal and non-formal education which provides opportunities to the learners/students to cross intersectoral boundaries. As of now, the movement of students is a one-way traffic, i.e., from non-formal to formal programme, especially for participants of "KEJAR PAKET A" who had obtained primary school equivalency certificates by passing the required examination.

32. To date, the programme has achieved an average of 80 per cent passing grade among more than 175 thousand "KEJAR PAKET A" students who were enrolled in the equivalency examinations. Though there is still much to improve, the programme has shown promising results. However, the graduates of the income-generating programme continue to face the problem of unemployment. There seems to be a lack of information and co-ordination between the education and employment agencies with regard to the preparation of curricula and learning activities which could enable the students to secure gainful employment. There is also a lack of complementarity between formal and non-formal education programmes with regard to development and utilization of educational facilities, equipment, personnel and teaching-learning materials.

PHILIPPINES

33. The growing importance for both formal and non-formal education cannot be overemphasized. Recent figures indicate the encouraging status of formal education enrollment-wise: elementary level – 9,000,000; secondary level – 3,500,000 and tertiary level – 1,500,000, or a total of 14,000,000. Unfortunately, the survival rate is alarming. For every 100 that enrolled in grade I, only 55 reached grade VI; 25 reached fourth year secondary and 11.5 reached college. These figures simply mean that about 6 million Filipinos between 12 and 17 years of age were out of school in 1980 and 600,000 joined their ranks every year. This critical situation gave impetus to non-formal education. While formal education is the hierarchically structured system of traditional schooling, activities (curriculum) in non-formal education are distinct from and outside the regular offerings of the formal school system.

34. Planning of the universalization of primary education, science education and basic skills training at the national level is done by the Bureau of Elementary Education and the Bureau of Continuing Education with the assistance of the Office of Planning Services of the Ministry of Education, Culture and Sports (MECS). These bureaus formulate educational standards for elementary and non-formal education.

35. Planning of regional primary/science education and non-formal education is shared by the 13 regional offices. Each regional office has planning units and regional plans and programmes are submitted to the MECS for incorporation in the latter's overall programmes.

36. At the division level, the division planning units develop projects in line with the objectives and policies set by the regional offices and the MECS.

37. The lowest planning unit is the school district. Plans at this level are submitted to the division for incorporation in the division plan.

38. Both formal and non-formal education are working together to increase participation and survival rates, values development, health and nutrition improvement and special education. The contents in science education are staff development, short-term courses and research, while basic skills training emphasizes vocational and technical skills and information dissemination through various media.

39. Generally, the successful methods in all the areas are: multi-media, integrated approach, direct and indirect approaches, co-operative approaches, occupational immersion approach, family approach, "Earn while you learn" approach and mass media education.

40. The areas of complementarity and co-ordinated planning and implementation of non-formal and formal education to acheive universalization of primary education, science education and basic skills training are:

Organizational structure

a) The Philippine non-formal education programmes are implemented through the structural organization of the formal school system.

b) The Ministry of Education, Gulture and Sports (MECS) co-ordinates the roles/functions/activities of agencies involved.

c) The MECS is responsible for information dissemination in both sectors.

Planning

a) The Bureau of Elementary Education and the Bureau of Continuing Education share the responsibility in the identification of target groups.

b) The two bureaus decide on the planning strategies/approaches.

c) They both agree on the types/categories of personnel in integrated planning.

d) They, too, allocate resources and look for sources of funds.

Implementation

a) The availability and utilization of resources: human (personnel involved in both areas), institutional (school houses, classrooms) and material (facilities/equipment and supplies).

b) Undertaking and utilization of research – The results/ findings of studies/programmes conducted by the Bureau of Elementary Education are provided to the Bureau of Continuing Education to formulate plans for the school leavers/drop-outs.

c) Development of suitable curricula as well as appropriate teaching-learning materials for both sectors.

d) Training of personnel involved in co-ordinated planning and complementarity.

e) Utilization and application of appropriate teaching strategies/ methodologies.

f) Evolvement of evaluative instruments/tools for both sectors and methods of interpreting the data gathered.

g) Working on equivalency and certification.

41. Problems faced in the attempt to achieve co-ordinated planning and complementarity are as follows:

Manpower resources

a) Lack of full-time non-formal education personnel.

b) Inadequate training of teachers to tackle complementarity.

Instructional methodologies

a) Use of formal/traditional strategies in teaching non-formal education.

Financial resources

a) Inequity in the allocation of funds for non-formal education and formal education.

Managerial operations

a) Lukewarm attitude of local school officials.

b) Indifferent attitude of community people towards the project.

Curriculum design/materials

a) Inadequate supply of instructional materials and modules for continuing learning delivery system, literacy programme, etc.

Evaluation and guidance

a) Use of standards in the formal sector to evaluate non-formal activities.

Others

a) Lack of networking for wider information dissemination.

42. Much is to be desired in achieving co-ordinated planning and complementarity between formal and non-formal education. More time and opportunity are essential in the attainment of this goal.

SOCIALIST REPUBLIC OF VIET NAM

43. The Socialist Republic of Viet Nam has a well established education system which makes use of formal and non-formal modes of education. The general education from primary to higher education is provided by the formal sector to all those who enter the system at the right age. However, the non-formal education sector, generally known in Viet Nam as complementary education, provides educational facilities to all out-of-school youths and adults who were either left out, dropped out or pushed out of the formal system. They are mostly farm and factory workers, cadres and other disadvantaged out-of-school children.

44. The formal sector has schools, colleges and universities providing instruction in general education, science education and technical and vocational education to students, teachers and researchers. However, the non-formal sector has very limited facilities and thus mostly depends on the personnel and facilities of the formal education and other economic sectors for holding classes, preparing curricula and teaching-learning materials, teacher training, research and evaluation, etc., at various levels.

45. The curricula and teaching-learning materials for use in the formal and non-formal education sectors are developed keeping in view the policy guidelines laid down in the constitution and the three revolutions, namely, the scientific and technical revolution, the revolution on production relation and the ideological revolution aimed at building and defending socialism in unified Viet Nam. In addition, the curriculum developers incorporate the needs and interests of the learners and the community while giving final shape to the curricula and teaching-learning materials. In terms of institutional facilities and personnel, one can find a fair degree of complementarity between formal and non-formal education for achieving the general goal of universalization of primary education, science education and basic skills training programmes in Viet Nam. However, the duration of primary education under the non-formal education stream has been reduced to three years (600 periods) or 100 weeks by condensing the course contents into mathematics, Vietnamese language, keeping in view the general science and the principle of flexibility and age, needs and experiences of out-of-school youths and adults. The equivalence of achievement levels is, however, constantly studied by the local educational management service which conducts examination and awards certificates of graduation at each level of education.

46. In the area of basic skills training, Viet Nam has established vocational training centres at the district level. These centres are attached to the local factories and/or agricultural farms where graduates of primary and lower secondary schools come for on-the-job training. These students work as interns to learn vocational skills. However, the centres also keep in touch with the higher secondary schools for general education in the area and invite their teachers to teach general education subjects to the interns so as to help them complete the requirements for general education. At the end of their three years on-the-job training, the students sit for higher secondary school examination, and if they pass, secure certificates of higher secondary school education. These students can then either continue

working in the vocational institutes/factories as full time employees or go for higher education. This is again one of the examples where the non-formal and formal sectors are complementing each other in promoting skills training as well as higher education by sharing their facilities and personnel.

47. The formal education is fully supported by the State. However, non-formal education (complementary education) draws its budget from the State, the collectives and the people. In fact the percentage of budgetary support provided by the collectives and the local people is much more than the budget provided by the State. Due to this and other reasons, the non-formal education stream continues to remain weak especially in terms of provision of institutional facilities, equipment, teacher training and management. In addition, there is a need to further strengthen the mechanism for sharing institutional, instructional and personnel resources between the formal, non-formal and informal education on the one hand, and between educational service and economic and social development establishments on the other, for promoting universalization of primary education, science education and basic skills training.

SRI LANKA

48. Sri Lanka has a very well established formal education system which caters to the learning needs of all of its population. It has six years of primary, three years of lower secondary, three years of upper secondary school and higher education facilities available to all citizens free of cost. However, the latest statistics have shown that about 10 per cent of the primary age children never avail of the facilities, and about 30 per cent of all enrolled in primary school drop out before reaching grade 6. In this way a large number of citizens are out of the reach of the formal system. In order to ensure provision of equal educational opportunities to all citizens, the government of Sri Lanka started non-formal education programmes which are being run by a number of government, semi-government and voluntary organizations.

49. At present planning of formal and non-formal programmes by the Ministry of Education takes place separately. The primary concern of the Ministry being the formal system of education, due attention is given for the provision of facilities throughout the island for formal education. The non-formal educational needs are attended to by the Non-Formal Education Branch at the Ministry of Education at the central level. However, there is no close co-ordination between formal and non-formal programmes of the Ministry. Collection of data through annual returns and school census is carried out by the Planning Branch of the Ministry. Such data is analysed and used for formulating plans and programmes for the provision of infrastructure facilities, teacher supply, curricular material, instructional material, etc., In planning non-formal educational programmes, the Non-Formal Education Branch of the Ministry of Education collects data separately through surveys and information provided by the Adult Education Officers.

50. However, there is a small degree of co-ordination and complementarity between the formal and non-formal education programmes when these programmes

reach the implementation level. For example, the formal school buildings, teachers and equipment are being used to organize literacy, adult English and technical education programmes mainly designed for left-out and drop-out children and out-of-school youths and adults.

51. There is also a common curriculum for all primary education institutes whether they are being run by formal or non-formal education organizations. Literacy and skills training programmes design and implement their own curricula keeping in view the needs, interests and requirements of the individual, community and the labour market.

52. In addition to the Ministry of Education, there is a large number of other government and non-governmental organizations which conduct skills development programmes for different levels of client groups. Among them the organizations that have an island-wide network of programmes are the Sri Lanka Apprenticeship Board, the Ministries of Higher Education and Labours, the Department of Small Industries, and the Sri Lanka Sarvodaya Shramadana Society. Each organization follows its own curriculum. There are no common objectives or a common system of certification.

53. Technical units, literacy centres and adult English classes conducted by the Ministry of Education use formal methods with greater adaptability in teaching a new curriculum to meet different needs.

54. There are only a few science non-formal education programmes per se in the country, but there is a large number of science-based technology and technical non-formal education programmes which could be used for development of co-ordination and complementarity between formal and non-formal education. The Sri Lanka Broadcasting Corporation and the Sri Lanka Rupavahini conduct science programmes useful for school children.

55. The immediate objectives of the education system in Sri Lanka are universal primary education, provision of more and better facilities for teaching of science and training of basic skills. Some of the constraints in achieving these objectives are lack of resources such as financial, trained personnel and materials to provide alternative programmes or to strengthen existing programmes, absence of a system of grassroots-level planning based on a proper needs assessment of clientele groups, and lack of sharing of available resources. The Ministry of Education would not be able to overcome these constraints alone. Therefore, there is a great need for co-ordination of activities and programmes of all formal and non-formal education organizations in the country both at the planning and implementation levels.

THAILAND

56. In terms of the schooling system, the 1977 Education Scheme provides for complementarity between the formal and non-formal systems from the primary level up to the higher education level. There are equivalency programmes provided by the non-formal education sector: the Functional Literacy Programme (Level 1/2) is equivalent to grade 4 of the primary school; the Functional Education Level 3 is

equivalent to the primary school grade 6; the Functional Education Level 4 is equivalent to grade 9; and the Functional Education Level 5 is equivalent to grade 12.

57. Thus, in terms of universalization of primary education and science education, there is complementarity between formal and non-formal education in Thailand.

58. In terms of co-ordinated planning, a general framework does exist, in which the formal and non-formal modes for universalization of primary education is being co-ordinated at the ministerial level (macro-policy level).

59. At the implementation level, there is also co-ordination at the operational level, regarding utilization of common resources such as teaching personnel, instructional materials, and school facilities.

60. For science education, there has not yet developed a mechanism for co-ordinated planning between formal and non-formal education.

61. For short-course skills training, a mechanism for co-ordinated planning among agencies responsible for short-course skills training remains to be developed. As of now, the Non-formal Education Department acts as co-ordinator, but on a very general basis. No specific, regular machinery exists for the task.

62. The co-ordination between the formal and non-formal programmes, however, does take place in certain areas, such as *the Area Vocational Centres* in which the Department of General Education, the Non-formal Education Department, and the Department of Vocational Education are involved. However, there is still need for co-ordinated planning among the various departments in programming for short-course skills training, formal and non-formal.

63. Realizing the shortcomings of the existing structure, the Ministry of Education recently recommended a reform and submitted it to the Cabinet for approval. The new Cabinet directive now provides for setting up a Committee on Policy and Planning, to be chaired by the Minister of Education. Its term of reference is to co-ordinate planning and programming – non-formal and formal, in all areas of education which fall within the purview of the Ministry of Education. Under this Committee, a sub-committee would be set up at the provincial level to co-ordinate planning at that level, which would also include the district, sub-district and village levels.

64. Moreover, at the inter-ministerial level, there has already been a machinery for co-ordination among the four ministries concerned with rural development: Ministry of Education, Ministry of Interior, Ministry of Public Health and Ministry of Agriculture and Co-operatives. At the provincial level, there is a Changwad Development Committee, composed mainly of representatives of the four ministries, and in which integrated programmes for rural development are being processed. The National Economic and Social Development Board co-ordinates the four ministries at the policy level. The co-ordination reaches to the district, sub-district and village levels. The educational activities for rural development are, therefore, presumably integrated, whether formal or non-formal.

Formal and non-formal education

65. For the universalization of primary education and science education at the primary and secondary levels, it can be said that there is complementarity between the formal and non-formal sectors.

66. Since the schooling system, according to the Educational Scheme of 1977, provides for complementarity between the formal and non-formal modes, there is no problem in complementarity. The equivalency courses as described earlier are the same as those in the formal schooling sector.

67. For short-course skills training, there are a variety of courses offered by several departments such as Department of Non-formal Education, Department of Vocational Education, and Labour Department. It is, therefore, not easy to say whether these courses are equivalent or not. Different courses of varying lengths and hours serve different purposes. However, the basic skills training probably follows the same procedure and adopts a similar content for each skill.

68. Methodology refers to a number of things. If it refers to the pedagogical process, then it is problematic whether the methodology of non-formal education should be the same as that of formal education. However, if it can be conceptualized such that there is a continuum of pedagogical process from the formal to the non-formal, then complementarity is possible.

69. More specifically, however, at the level of universal primary education, the methodology applied in the non-formal education sector would not be far different from that applied in the formal education. More or less the same personnel and teaching facilities are commonly utilized by the formal and non-formal education sectors. This refers to the functional literacy programmes. However, for the literacy campaign and the interest group programmes, the pedagogical technique is different, but should not be viewed as non-complementary.

70. For science education, the same methodology is supposedly applied in both the formal and non-formal sectors. However, there is a certain impression that with the time constraint in the non-formal sector, the pedagogical process may not be of the same quality as that in the formal school sector.

71. For short-course skills training, the methodology of the non-formal and the formal sectors is more or less the same.

Major common concerns

72. From the country papers and discussion on the existing situations in the seven countries participating in the Regional Seminar, the following major common concerns emerged:

1. There is generally no definite systematic planning mechanism to co-ordinate formal and non-formal education, except perhaps in the case of Thailand.

2. There is lack of awareness of the potential role that non-formal education can play, and the benefit of complementarity between the two modes among planners, implementors and media personnel.

3. Data base and research base for integrated planning are very weak and remain to be improved.

4. Non-formal education is still being considered as an inferior mode of education; hence the imbalance in budget allocation, provision of physical facilities, personnel and teaching materials.

5. The physical facilities of the formal sector are not being fully shared with the non-formal sector.

6. The non-formal mode is used mainly for literacy programmes and basic skills training, but not so much in science education.

7. Personnel from the formal sector are used for non-formal education without adequate re-orientation and training.

8. Relevant curricula and teaching-learning materials specifically prepared for non-formal education are lacking.

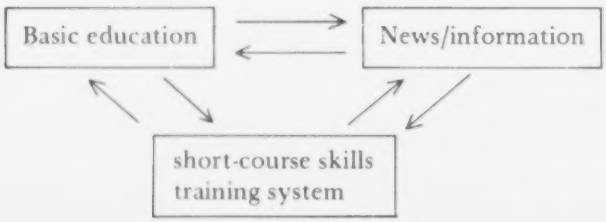
Chapter Two

HIGHLIGHTS OF THE FIELD VISIT TO SOUTHERN THAILAND

I. Preamble: the conceptual framework for a lifelong education system in Thailand

1. Before highlighting the field visit experiences, it would be advantageous to present a Thai Model of Lifelong Education System. This concept or model is still in the making, and its implementation can only be partial.

2. The conceptual framework for a lifelong education system in Thailand is based on the concepts of the formal, non-formal and informal learning modes. It is aimed at organizing, establishing and improving the linkages among those modes. Particularly in the area of news/information, which is regarded as belonging to the informal mode, the Thai concept hopes to incorporate them in a more organized way as complementary to the formal and non-formal modes. Thus, it is postulated here that for a lifelong education system, one needs to link up the basic education to news/information services, and to the short-course skills training system. Secondly, attempts to impose distinction on the formal, non-formal and informal learning modes with respect to participants, content coverage and instructional processes, should be minimized. Students in school should have opportunities to utilize non-formal education resources. At the same time non-formal education activities must be built on the education provided in the formal schools, and should be available to individuals even while they are still in school. From the informal mode, the news and information services should be integrated as much as possible with the educational programmes in both the formal and non-formal sectors. Such a conceptual model can be summed up in a diagram as follows:



3. The interaction among the three components is an ongoing process. Once a learner graduates from the basic education process, whether formal or non-formal, he or she would be exposed to news/information media which should not work at cross-purposes with the formal and non-formal education activities. Then he may need to be trained or retrained on a short-course basis for skills needed for any

particular job, or interest. Equipped with specific skills as such, the learner increases his own basic education, and may need to go back to the basic education at the higher level than previously obtained. Such an interaction moves in a continuous cycle.

4. However, since this conceptual model is only in the making, the actual practices in the field work as of now may not be in accord with this framework. But it is still possible to suggest how to improve the actual implementation in the light of such a conceptual model.

II. Highlighting some of the distinctive features of the programmes/projects in the southern region of Thailand

5. The participants of the seminar paid a visit to the southern region of Thailand from 25 to 28 October 1985. The sites visited were:

1. The Southern Regional Non-formal Education Centre, Songkhla Province.
2. Ban Yang Ngam School, Songkhla Province.
3. Songkhla Naval Personnel's Wives Group, Songkhla Province.
4. Food, Nutrition and Rural Development Centre for Southern Thailand of Prince of Songkhla University, Songkhla Province.
5. Songkhla Rubber Research Centre, Haad Yai, Songkhla Province.
6. Southern Thailand Experimental Project (STEP), Phatthalung Province.
7. "Prathan Ratnikorn" Area Vocational Training Centre, Haad Yai, Songkhla Province.

6. Details of their trips are described in the Appendix. This chapter highlights some basic, distinctive features of the actual programmes and projects in Southern Thailand, and is confined only to certain aspects of complementarity.

The integrated approach to non-formal education activities

7. As perceived from the explanation given at the Regional Non-formal Education Centre, the basic approach adopted is the "Khit-pen" approach. In this approach, an integration of three sources of information is desirable. These are the technical information about oneself, one's own needs, strengths and weaknesses. The Centre has applied this "Khit-pen" approach in its programmes and activities. Outstanding among them is the STEP Project which covers four provinces. At Ban Koh Thong Som, in Phatthalung Province, one of the Project sites, one can perceive the integrated process of development activities. For example, in cattle raising, which is one of the chosen activities of the villagers, many development agencies are brought in, for example the Livestock Department imparts knowledge on artificial

insemination, the Non-formal Education Centre provides an initial impetus by organizing a brainstorming session for the villagers before starting on any activity, and follows up with provision of news/information through the Village Reading Centre. The primary school in the village also integrates relevant contents in the school curriculum.

8. Such an integrated approach which enhances complementarity between the formal and non-formal education sectors, can also be perceived at Ban Yang Ngam School. Here, the management of the school, with the inspiration provided by the Department of Non-formal Education, took a major step in focusing its attention on the problems of the community and relating education in the school to the various need-based economic activities undertaken by the community. Moreover, a new programme of contact with the school graduates, among others, established at Ban Yang Ngam School is a novel and innovative one. In this new programme, the school learners are given an opportunity to come back to school to update their knowledge and skills in any activity they choose. The non-formal education agent is acting as a co-ordinator for all these activities.

Co-ordinated planning

9. At the village level, a mechanism exists for co-ordinated planning. The Village Development Committee, the School Committee, and various other committees have been constituted. At Ban Koh Thong Som, the Village Development Committee has 7 sub-sections for dealing with specific problems such as defence, health, education and culture, welfare and social activities (see the Appendix).

10. At the sub-district level also, a mechanism does exist for co-ordinated planning, but the participants did not have an opportunity to observe this mechanism at work.

11. However, from the field visit to Songkhla Naval Personnel's Wives Group, and the Food, Nutrition and Rural Development Centre for Southern Thailand, it was observed that there has not yet developed a close co-ordination in terms of planning or programme integration among these programmes and those in the schools or provided through the Department of Non-formal Education. There is an urgent need for a closer linkage particularly between the Food, Nutrition and Rural Development Centre and the Southern Regional Non-formal Education Centre.

Complementarity in content and process

12. Another aspect of complementarity between the formal and non-formal education programmes is content and process. In this, the participants observed that the programmes offered by the Area Vocational Centre at Haad Yai are complementary to the secondary school curriculum. The intensive course for one year and the short-course skills training can be regarded as complementary for those school learners, who do not go on to further education in the formal sector.

13. Moreover, the visit to the Rubber Research Centre throws light on the complementarity between the programmes offered there and the formal school programme. It was observed that basic information from this Research Centre has been incorporated in the science curricula developed by the Institute for the Promotion of Teaching Science and Technology (IPST), with co-operation from the personnel of the Rubber Research Centre. Some of the villagers from Ban Koh Thong Som, who are interested in the rubber-sheet production, have also been given an in-service training by the Centre. The reading materials from the Centre are sent to the village for further study.

14. On the other hand, it was also observed that there has not yet developed a relationship or linkage between the Rubber Research Centre, the University Campus, and the rubber industries in Thailand. If this were to be done, it might be beneficial to the Centre, the industries concerned, and the University.

The extent of implementation of the new conceptual framework

15. As stated above, the new conceptual framework of lifelong education is in the making. A certain linkage has been established if the activities at Ban Koh Thong Som are taken as an example. Here, the primary school serves as a basic education centre, the Village Reading Centre serves as a news/information service, and various short-term training programmes are conducted periodically such as cattle raising, rubber-sheet production, etc.

16. However, since STEP is an experimental project, and is given seed money by World Education Inc., the question arises on what would happen after the assistance is withdrawn.

Chapter Three

CO-ORDINATED PLANNING AND COMPLEMENTARITY: PROBLEMS, ISSUES AND STRATEGIES

1. Based on the national experiences and field visit which demonstrated application of the Thai model of lifelong education, the participants tried to develop *a model* which could help achieve co-ordinated planning mechanism and complementarity between formal and non-formal education programmes. The participants also held discussions on the problems, issues and strategies to overcome the identified problems related to co-ordinated planning and complementarity between formal and non-formal education.

2. Part I of this chapter presents a proposed model on complementarity between formal and non-formal education, whereas problems/issues and strategies are given in Part II of the chapter.

Part I: Proposed model of complementarity between formal and non-formal education

3. The model has three main components namely: i) input; ii) process; and iii) output. The salient features of the model are given below:

A. Input

- Personnel (teachers/supervisors)
- Teaching-learning materials
- Funds
- Non-monitory incentives such as school lunch, tea, uniform, etc.
- Methodology
- Institutional facilities
- Research findings

B. Process

- Teaching methodology
- Co-ordination mechanism
- Community participation mechanism
- Feed-back mechanism
- Information-sharing mechanism

- Evaluation procedures/determination of equivalence mechanism
- Inter-sectoral mobility mechanism

C. Output

- Graduates – trained individuals
- Employable skills
- Better citizens
- Good decision makers
- Equivalence
- Graduates' self-employed/employed by agencies

Part II: Problems, issues and strategies

4. The identified problems and issues as well as strategies given in Part II have not been classified under the three areas of the Seminar, viz. universalization of primary education, science education and basic skills training because it was felt by the participants of the Seminar that most of these problems and strategies are common to the three areas.

A. Policy and planning

Problems/issues	Strategies
1. Lack of clear-cut policy statement on planning and complementarity between formal and non-formal education.	
In some countries, the policy statement on education contains a directive with regard to co-ordinated planning and complementarity between formal and non-formal education, while in others there is no such directive.	In countries where the policy statement on education contains a directive with regard to complementarity between formal and non-formal education, it is only a one-way process (from formal to non-formal), whereas there is a need to have a two-way process. In those cases the clarification of such policy statement will be necessary to ensure inter-sectoral mobility. In countries where the educational policy statement is silent about co-ordinated planning and complementarity, steps may be taken to incorporate the same therein by introducing the necessary modification.

Problems/issues	Strategies
2. *Inadequate co-ordinated planning mechanisms/organizational structures/machinery at various levels.*	
For purposes of co-ordinated planning of formal and non-formal education, co-ordination mechanisms and organizational structures created in all the participating countries are not adequate. In some countries, separate administrative machinery exists for planning of formal and non-formal education. For bringing about co-ordination and to prepare an integrated plan of formal and non-formal education to achieve the goal of universalization of primary education, the committees representing functionaries from the formal and non-formal sectors have been set up. However, the committee mechanism has not been found to be very effective in most of these countries. Besides, co-ordinated planning mechanisms have also been established at subdistrict, district and village levels which again have been found to be weak, not only from the point of view of bringing about inter-departmental co-ordination, but also intra-departmental co-ordination.	a. There is a need to strengthen co-ordination mechanisms at different levels for purposes of preparing integrated plans of formal and non-formal education for realizing the goal of universalization of primary education, science education and basic skills training. Wherever such mechanisms do not exist, they need to be established. b. Steps would also have to be taken to ensure that the representatives of all concerned departments/ programmes serving on these committees should have the authority to commit the inputs of their respective organizations in the planning and implementation of formal and non-formal education. c. Functioning of these committees will need to be streamlined by holding meetings at regular intervals with a proper agenda and by ensuring follow-up action on the decisions taken in the previous meetings.
3. *Absence of parity between formal and non-formal education in resource allocations (human, institutional and financial).*	
Resource allocations for formal education are generally higher than those provided for non-formal education in all the participating countries. This has led to the	It hardly needs to be emphasized that parity between formal and non-formal education sectors in terms of resource allocation and the quality especially of project staff, physical facilities and

Problems/issues	Strategies
criticism dubbing non-formal education as an inferior type of education meant only for the rural masses.	teaching-learning materials has to be ensured which would make integrated planning between the two sectors become easier. Through integrated planning, it will be possible for non-formal education to utilize physical facilities and teaching personnel of the formal education sector, thus making non-formal education economical in terms of per pupil cost. Formal education will also benefit from the innovative approaches followed in the non-formal mode of learning.
4. *Limited participatory multi-sectoral approach to planning.*	
In most countries of the region, macro-level planning has been adopted which has resulted in regional imbalances and disparities among different target groups, particularly those belonging to under-privileged segments of the society in the provision of educational facilities for universalization of primary education, science education and basic skills training, through formal and non-formal channels. This 'top-to-bottom' approach has failed to associate functionaries of education departments and development agencies (both government and non-government) as well as the local community members with the planning process with the result that implementation of plans has been ineffective.	While it may not be possible to adopt a multi-sectoral approach to planning at the top level, it is not difficult to introduce such an approach at the district, sub-district and village levels. In fact, a multi-sectoral approach is being followed in some of the participating countries for purposes of co-ordinated planning between formal and non-formal education and between education departments and other development agencies at these levels through the establishment of district, sub-district development councils and village-level development and education committees representing functionaries from the concerned sectors. It will be necessary to strengthen a decentralized multi-sectoral approach to planning in countries where it already exists, and to introduce the same in those where it does not. Such an approach will help in achieving the goal of universalization of primary education, science education and basic skills training by making use of the services of extension workers of different development agencies. Such an approach will also need co-operation between the private and

Problems/issues	Strategies
	public sectors. Within the education sector itself, in some of the participating countries, school complexes/school clusters have also been established for purposes of sharing of resources in terms of physical facilities and teaching personnel. Non-formal education centres have, however, not been brought within the purview of these complexes/clusters. It will be desirable to start school complexes/clusters in those countries where they do not exist at present, and to bring non-formal education centres under the umbrella of school complexes/clusters in all the countries of the region. This will provide co-ordinated planning and complementarity between formal and non-formal education.
5. *Inadequate data base and research base for integrated planning of formal and non-formal education.*	
In the absence of multi-level planning, data collected for purposes of planning of formal and non-formal education in the participating countries is sometimes found to be inadequate and unreliable. Also there is a long gap between the collection, compilation and use of data. Some of the countries have adopted a procedure of random checking of data collected from the field so as to ensure its accuracy. Some countries have also made attempts to reduce the gap between the collection, compilation and use of data for purposes of planning. It has also been found that policy formulation and programme planning in most countries do not have any research base, with the result that more often the policy and	Some countries have lately started undertaking action-oriented pilot research projects in co-ordinated planning and complementarity between formal and non-formal education with special reference to universalization of primary education, the results of which have been found encouraging. However, there is a need to conduct periodical surveys of educational development (both formal and non-formal education sectors) in relation to universalization of primary education, science education and basic skills training and to strengthen the Management Information System (MIS) to improve the process of co-ordinated planning and complementarity between formal and non-formal education. The possibilities of replication of pilot projects on co-ordinated planning of

Problems/issues	Strategies
plans turn out to be unrealistic and unimplementable.	formal and non-formal education may also be explored for purposes of institutionalizing co-ordinated planning as well as for strengthening the research base of integrated plans.
6. *Lack of trained personnel for integrated planning.*	
Trained personnel for the planning of formal education at the top level are available in all the participating countries. Wherever separate departments for non-formal education have been created, some of the personnel dealing with planning of formal education have been transferred to these newly created departments. These personnel have, however, not been given any orientation in the planning of non-formal education, nor in the techniques of integrated planning of formal and non-formal education. In some countries, institutional arrangements do exist for the training of educational planners. But these arrangements are not adequate to cover all personnel engaged in the planning of formal and non-formal education at different levels.	Institutional support for training of educational planners at various levels in the approaches and techniques of co-ordinated planning of formal and non-formal education has to be strengthened in all countries of the region. Besides, alternative modes of training have also to be adopted for ensuring a larger coverage within a specified period of time. Training has also to be conducted on a continuing basis. Apart from the contact programmes, distance learning techniques should be adopted for covering educational planners particularly at the district, sub-district and village levels through specially designed courses and specially developed self-learning materials.
7. *Inadequate planning for sharing of resources for formal and non-formal education.*	
In some of the participating countries, facilities of formal primary schools and teachers working in those schools are being utilized for purposes of non-formal education. In these countries, the content of formal primary schools is also being adopted in condensed form in graded	There is need for systematic planning with a well thought out plan of operation clearly indicating the type, nature and quantity of resources to be shared for establishing inter-sectoral co-ordination and complementarity between formal and non-formal education instead of ad hocism to the

Problems/issues	Strategies
units in non-formal education centres for out-of-school children (dropouts/push-outs and non-starters). Sometimes even the methods followed in formal primary schools are being adopted in non-formal education centres. Besides, the examinations conducted for the pupils of formal primary schools and non-formal education centres in these countries are also the same. All this sharing is being done on an ad hoc basis and there is no systematic planning. In some other countries, non-formal education classes are being held in the homes of certain community members who voluntarily offer their homes for this purpose. In these countries, instead of utilizing the services of formal primary schools for non-formal education centres, paraprofessionals available in the villages are being appointed as instructors/facilitators/animators to teach in non-formal education centres. One of the problems that has been faced in both these categories of countries is that the training provided to formal primary school teachers and para-professionals who teach in non-formal education centres is inadequate and does not equip them to handle the non-formal education target groups effectively who mainly come from disadvantaged sections of the community.	mutual benefit of both the formal and non-formal education sectors.

B. Implementation

Problems/issues	Strategies
1. Ineffective inter-sectoral co-ordination mechanism and lack of understanding of the roles and functions of co-ordinating agencies.	
People involved in the process of co-ordinated implementation do not have a comprehensive understanding of the divergent roles and functions of various agencies and also the methodology for smooth convergence. Due to this lack of understanding, implementation has neither been smooth nor efficient.	It was noted that some countries in the region have sought to effect co-ordination at the micro-level, say a village, through a village education committee or a sub-committee on education of the village development committee. It was also noted that very often these committees remain dormant. Since a vast majority of the beneficiaries of a co-ordinated and complementarity programme of formal and non-formal education reside in rural areas, it is imperative that the village-level committees are set up wherever they do not exist presently and activate those already established. In brief, they should become operational. It was felt that similar co-ordinating agencies should be set up at other higher administrative levels too. While all the departments having linkages with education should be represented on such committees, with the addition of an official from the Information and Publicity Department in the district, provincial and other higher levels, care should be taken to clearly delineate the roles and functions of all implementing agencies. The committees should effectively oversee planning and implementation of the programmes, monitor and review the progress and initiate mid-course corrections wherever found necessary.

Problems/issues	Strategies
2. *Rigidity of rules and procedures.*	
This phenomenon has retarded smooth and efficient implementation of the programme and at times may have even brought it to a grinding halt. Flexibility of rules and procedures is a valuable aid for bringing out the best in human resources.	It was noted that almost all the countries in the region have experienced the adverse impact of inflexible rules. Co-ordinated planning to achieve complementarity between formal and non-formal education can succeed only if rules and procedures are simplified and the authorities are permitted to interpret them liberally. Member States in the region may take a look at the existing rules and procedures and bring about suitable modifications therein so as to make them flexible and permit the implementors to interpret them in such a way that plans are implemented with the least possible delay.
3. *Tendency to decentralize responsibility without corresponding authority.*	
There has been a tendency in most countries of the region to assign responsibility without giving the necessary authority to field-level functionaries, which has resulted in the loss of credibility in implementing the programmes. Implementation can become effective only with the backing of requisite authority.	To remedy the situation, it was suggested that a quick review of all delegations of responsibilities to various functionaries should be conducted with a view to ensuring that they are endowed with the requisite authority (both administrative and financial) to discharge their responsibilities effectively, with special reference to co-ordinated implementation of universalization of primary education, science education and basic skills training programmes/projects in the formal and non-formal education sectors.
4. *Lack of comprehensive understanding of the various components of the plan among implementors.*	
Most of the plan implementors in the participating countries do not have a thorough knowledge of the	It was considered essential that all functionaries concerned with implementation of universalization of

Problems/issues	Strategies
various components of the programme and understanding of the implications of the steps in the process. This has posed a danger of the programme being implemented in a way entirely different from the one envisaged in the plan of action.	primary education, science education and basic skills training in the formal and non-formal sectors should be fully informed of the 'Plan of Action' drawn up for implementation of those programmes, particularly with reference to the actions specifically expected of them. The functionaries should be well oriented before launching a programme. They should also be exposed to periodic re-orientation as the implementation progresses. Functionaries at appropriate levels should be associated with the periodic review of progress.
5. *Lack of awareness among media personnel and programme implementors about the need and means for establishing complementarity between formal and non-formal education.*	
The programme of non-formal education being innovative in character, and the approach of co-ordinated planning and complementarity of formal and non-formal education being a new one, the personnel engaged in implementation and those involved in creating a favourable atmosphere for the success of the programme do not have a comprehensive briefing about all aspects of the programme as well as of this new approach.	Realizing the importance of the role of media personnel in influencing positive attitudes towards co-ordination and complementarity in general and awareness of the programme implementators in particular, it was suggested that the media personnel should be involved right from the planning stage to the implementation stage of all programmes expected to promote complementarity between formal and non-formal education. Facilities provided by the media for wide dissemination of information should be fully utilized for this purpose.
6. *Non-availability of appropriate software.*	
It is observed that the countries in the region are not equipped with adequate software both in formal and non-formal education to take	It was realized that in the implementation of programmes in the field of education in the years to come, mass media would play a vital role with its

Problems/issues	Strategies
advantage of the tremendous opportunities offered by the various powerful mass media, such as radio and television. Non-availability of software has resulted in underutilization of the facilities available for its use.	unlimited capacity of outreach. Taking advantage of this facility, it was suggested that a wide variety of software that could be used through this media should be developed by educational authorities both in the formal and non-formal education sectors. Since this is a specialized activity different from traditional classroom teaching, there is a need for organizing software development teams which should include not only subject specialists and pedagogues but also media personnel. Adequate funds should be provided for development, production and wide circulation of the materials. It was noted that some Member States had entrusted this responsibility to the educational authorities. This was considered to be a step in the right direction.
7. *Lack of co-operative/team spirit among implementors.*	
It is noted that communication gaps and individualistic approaches have hampered successful implementation of programmes to a large extent. Such a situation can be remedied only by encouraging team spirit/co-operative approach among implementors.	In making a co-ordinated approach to achieve complementarity in formal and non-formal education, the need for team spirit intra-sectorally and inter-sectorally cannot be over-emphasized. It was therefore suggested that continuous efforts should be directed towards developing integrated activities essentially requiring inter-sectoral and inter-departmental inputs in the form of team work among various functionaries. Promoting and developing informal contacts among the concerned implementors was also considered to be significant in this context.
8. *Lack of provision for mobility from non-formal education to formal education and vice versa.*	
Once a decision is taken to introduce an alternate channel of	It was noted that rigidities of formal education had hindered the progress

Problems/issues	Strategies
learning, it is necessary to provide for free mobility from one channel to another. Unless this is done the entire philosophy behind complementarity gets undermined. But unfortunately in countries where provision in this regard has been made, it has been in the form of a one-way process.	of universal primary education. Mere provision of alternate channels of learning would not result in the realization of the goal of universal primary education, unless the children are given the freedom to pursue education through formal or non-formal channels or switch from formal channel to non-formal channel and vice versa, depending upon their needs and conveniences. It was noted that some member countries in the region had made provision for free mobility such as multi-point entry into any class in the formal primary/elementary schools, and adjustment of school hours and school vacations to suit the convenience of the learners. It was suggested that Member States may frame appropriate rules and regulations for ensuring free mobility from formal to non-formal channels and vice versa, simultaneously ensuring that the academic standards at various levels are kept up.
9. *Inadequate training for personnel involved in formal and non-formal programmes.*	
The personnel involved in formal education are not exposed to the philosophy, ideals, concepts, etc. of non-formal education, and much less to the concepts of co-ordinated planning and complementarity. Similarly, the personnel concerned with the innovative programme of non-formal education in most cases are not aware of the ultimate objective of providing the same type of education as in the formal schools. It is, therefore, imperative to provide necessary training to both the categories of persons.	Considering the specific characteristics of the clientele entering the non-formal channels of learning, some Member States have drawn up specially designed training/orientation programmes for personnel involved in non-formal education programme. In view of the innovative nature of these programmes, there is a need for designing a variety of training modules for different categories of personnel. There is also a need to incorporate components relating to non-formal education in the pre-service and in-service training curriculum for formal school teachers.

Problems/issues	Strategies
	Noting that the teachers in formal schools and non-formal institutions are not being exposed to recurrent spells of inservice training to update their knowledge and skills, mainly on account of absence of facilities, it was suggested that adequate and continuous institutional and financial arrangements be made for training of different functionaries in the formal and non-formal modes. Non-teachers teaching in non-formal education centres should also be given training (both pre-service and in-service) through orientation programmes of short durations.
10. Lack of relevant curricula and teaching-learning materials.	
Since both formal and non-formal education should cater to the needs and interests of the people at all levels, there is a need to make the curricula and teaching-learning materials relevant. This would make learning more meaningful and functional to the learners. It was noted that relevant, need-based, environment-oriented curricula and teaching-learning materials developed and produced in most of the participating countries were inadequate.	It was heartening to note that the countries in the region were committed to the idea of restructuring primary/elementary level curriculum to the needs and aspirations of the people living in diverse geographical locations. Curriculum development/renewal being a continuous process, the Member States should institutionalize this activity. Development and production of community-based curricula and teaching-learning materials are the end products of this process. In the context of establishing complementarity between formal and non-formal channels, it was considered essential that teams comprising personnel drawn from both these channels should be organized for development of community-based curricula and preparation of teaching-learning materials. As in the case of software for mass media, adequate financial provisions should also be made for the production and distribution of the materials in sufficient quantity and in time for the academic session.

Problems/issues	Strategies
11. Lack of equivalence/certification procedures.	
Since the products of the non-formal stream may like to pursue education through the formal channel, and vice versa, there is a need for prescribing guidelines for equivalence and certification. Due to lack of equivalence/certification procedures in some Member States, convergence of formal and non-formal education from the point of view of mobility from one channel to the other has posed a serious problem in those countries.	It was noted that for the success of non-formal education, an establishment of some sort of parity/comparability with formal education is essential. Realizing this need, some Member States have introduced the systems of examinations and award of certificates for children pursuing non-formal modes of learning. In any such arrangement, it is necessary to ensure that the children have acquired the Minimum Learning Competencies (MLC) of the appropriate level, for example primary or elementary. Guidelines and procedures in this area should be framed by involving academics, planners and administrators.
12. Lack of evaluative criteria, tools and techniques for assessing the complementarity between formal and non-formal education.	
No evaluation criteria, tools or techniques have yet been developed in the participating countries to assess the complementarity between formal and non-formal education. In the absence of such criteria, tools and techniques, it has not been possible for those countries to make an assessment of the progress made by them to promote complementarity.	Recognizing that the complementarity approach is a novel one, it was suggested that adequate in-built arrangements should be made for monitoring and evaluating the successes or failures of this approach on a continuing basis. There is, therefore, an imparative need right from the beginning, to develop evaluative criteria, tools, techniques and procedures for an objective assessment. This can be best achieved by organizing teams of personnel/supervisors drawn from both the channels and involving them at all stages of this process.

Formal and non-formal education

Problems/issues	Strategies
13. Limited intensive research on modes of complementarity.	
In an innovative programme, continuous research findings are of great value. They will serve as a viable basis for future planning. But research on modes of complementarity between formal and non-formal education has been undertaken in the participating countries only on a limited scale.	It was admitted that there can be no one model of complementarity between formal and non-formal channels which will be suitable for all the Member States or even to all sub-national levels. It, therefore, follows that different models should be developed with advantage for adoption or adaptation. This is also an area in which joint research needs to be encouraged.
14. Lack of physical and other facilities.	
While it is admitted that facilities in the formal sector are not fully adequate in most of the Member States, there are still unutilized capacities in the formal sector which can be fruitfully utilized by the non-formal sector.	It was noted that financial constraints are standing in the way of provision of adequate physical and other infrastructural facilities needed in both the formal and non-formal education sectors. In the circumstances, it was considered essential that the existing resources should be utilized to the maximum extent and additional resources provided to meet the basic requirements. The complementarity approach is expected to lead to an economic use of the limited resources. Development of low-cost models without sacrificing quality was also suggested as another need of the time.
15. Absence of guidelines for resource sharing.	
In all developing countries, resource-sharing among the formal and non-formal sectors has to be adopted as a matter of compulsion. It is noticed, however, that there is a strong reluctance on the part of formal education functionaries to	Complementarity implies sharing of resources available with different sectors involved in the joint programme. It was noted that this could not be easily operationalized unless there was an attitudinal change in the personnel engaged in formal and non-formal

Problems/issues	Strategies
share the facilities with their counterparts in the non-formal sector, even when it is feasible. This reluctance is due to lack of appropriate guidelines on sharing of resources.	education. Besides, clear-cut guidelines were also considered to be essential for this purpose. It was, therefore, suggested that after framing the guidelines, regular meetings should be organized between personnel working in these two sectors from time to time to ensure adherence to the prescribed guidelines on resource sharing and also to sort out problems/constraints/conflicts arising in the process of implementation.

Chapter Four

RECOMMENDATIONS

1. The recommendations of the Regional Seminar, based on the reports of the national workshops, field visit and discussions, are presented here as a summary; the full text and supporting reasons for the specific recommendations are given in the relevant sections of Chapters Two and Three of the report.

A. Recommendations for Member States

2. It is recommended that the Member States:

1. have a well defined policy statement requiring the establishment of complementarity between formal and non-formal education programmes;

2. establish a mechanism at various levels, with participation of the representatives of different agencies involved in the co-ordinated planning and implementation of universalization of primary education, science education, and basic skills training in the context of lifelong education, which should form a part of the national planning and development set-up;

3. take steps to develop awareness, interest and positive attitude for the establishment of co-ordinated planning and complementarity between formal and non-formal education among planners, decision makers, administrators, and other key personnel at all levels;

4. adopt an operational strategy which could help enhance the degree of participation of all concerned in the planning and implementation of formal and non-formal education programmes aiming at establishing complementarity;

5. make provision for developing training facilities and appropriate curricula which could aim at training teachers to be used both in the formal and non-formal education programmes;

6. ensure the provision of adequate funds and assignments of qualified staff for planning and implementation of formal and non-formal education programmes aiming to achieve universal primary education, science education and basic skills training objectives;

7. establish institutional linkages for identifying, mobilizing and sharing resources such as personnel, buildings, equipment and other materials

to ensure maximum utilization of existing and new resources for the promotion of complementarity between formal and non-formal education programmes;

8. take appropriate steps to involve inter-agency/inter-disciplinary teams of experts including representatives of programme beneficiaries for developing, producing and disseminating low-cost and appropriate teaching-learning materials for use in the formal and non-formal education programmes to achieve complementarity;

9. strengthen the management information system as a part of the planning process;

10. make special efforts to promote activities aiming at action research and evaluation studies to determine alternative modes of complementarity between formal and non-formal education programmes; and

11. promote activities for developing criteria and procedures to establish equivalence of certificates awarded to participants in formal and non-formal education programmes.

B. Recommendations to Unesco

3. It is recommended that Unesco:

1. organize regional/sub-regional workshops for designing training courses and developing prototype training materials for educational planners, administrators and other key personnel on co-ordinated planning and complementarity between formal and non-formal education;

2. assist the Member States in organizing follow-up national workshops for designing training courses and developing training materials for educational planners, administrators and other key personnel from related development agencies in co-ordinated planning and complementarity between formal and non-formal education;

3. organize attachment programmes for the operational staff of Member States to successful and innovative programmes/projects in a host country on co-ordinated planning and complementarity between formal and non-formal education;

4. provide financial assistance to document innovative experiences generated in different projects/programmes within the region; and

5. assist in undertaking studies to develop different modes of complementarity between formal and non-formal education programmes.

Appendix

REPORT OF THE FIELD VISIT TO PROJECTS AND PROGRAMMES IN SOUTHERN THAILAND

25-28 October 1985

Through the co-operation of the Department of Non-formal Education and its Southern Regional Non-formal Education Centre in Songkhla, the participants were given an opportunity to visit projects and programmes in Southern Thailand from 25 to 28 October 1985.

The participants of the Seminar were welcomed by the Governor of Songkhla, Mr. Anek Rojanapaibul.

The institutions and projects visited were:

1. Southern Regional Non-formal Education Centre, Songkhla Province
2. Ban Yang Ngam School, Songkhla Province
3. Naval Personnel's Wives Group, Songkhla Province
4. Food, Nutrition and Community Development Centre for Southern Thailand, Prince of Songkhla University, Amphoe Jana, Songkhla Province
5. Rubber Research Centre, Amphoe Haad Yai, Songkhla Province
6. Southern Thailand Experimental Project (STEP) at Kho-Thongsom Village, Amphoe Khaw Chaison, Phatthalung Province
7. "Prathan Ratnikorn" Area Vocational Training Centre, Amphoe Haad Yai, Songkhla Province

This Appendix gives an institution-wise summary of the field visit, together with suggestions for improvement proposed by the participants of the Regional Seminar.

SOUTHERN REGIONAL NON-FORMAL EDUCATION CENTRE

I. General background

The Centre became operational on 5 January 1977. It is located at Tambol Khao Roop Chang, Amphoe Muang, Songkhla Province, and it is responsible for non-formal education in 14 provinces in the southern region of Thailand.

The Centre is one of the five Regional Non-formal Education Centres set up by the Ministry of Education. The other four are located in the northeastern, northern, central and eastern regions of Thailand. The areas of operation are divided according to the geography, population, people's vocations, resources, traditions and cultures.

1. Objectives

The major objective is to improve the quality of life of the rural poor by bringing together the three essential elements for community change: the people, community development services, and the processes of education for accelerating development at the grassroots level.

2. Functions

In order to achieve the above objective, the Regional Centre has been assigned the following functions:

a) To plan technical development in non-formal education;

b) To promote and carry out education research and data collection;

c) To develop models, experiments and demonstrations of non-formal education projects;

d) To approve short-term curricula, prepare and disseminate textbooks, teaching-learning and audio-visual materials;

e) To conduct training programmes and seminars for administrators, resource persons, instructors and personnel development officers in non-formal education;

f) To undertake evaluation of educational standards, tests, assessments, follow-up actions and reports;

g) To expand non-formal education programmes and co-operate and support other agencies in their non-formal education projects.

3. Administration

The administrative structure of the Regional Centre consists of six sections:

a) Management

b) Programming and research

c) Personnel development

d) Technical development

e) Educational techniques

f) Educational technology

4. Approaches utilized by the Centre

The Centre is trying out a variety of alternative planning and implementation approaches. Some of the significant approaches in operation are:

a) Structural approach

i) The Centre established a well defined co-ordination mechanism from regional to provincial, district, sub-district and community levels. This mechanism helped to mobilize people and resources at all levels.

ii) At the initial phase of the project, the villagers were assisted in analysing the problems and the needs of the community, using data already compiled by developmental agencies.

b) Integrated project approach

i) The Centre brings together various agencies to work closer from the stage of identification of learning needs, planning and implementation, to the evaluation stage.

c) Integrated curriculum approach

There are two types of curricula:

i) The first type of curriculum is divided into areas of specialization such as science, history, social science.

Figure 1 below shows an example of this type of curriculum:

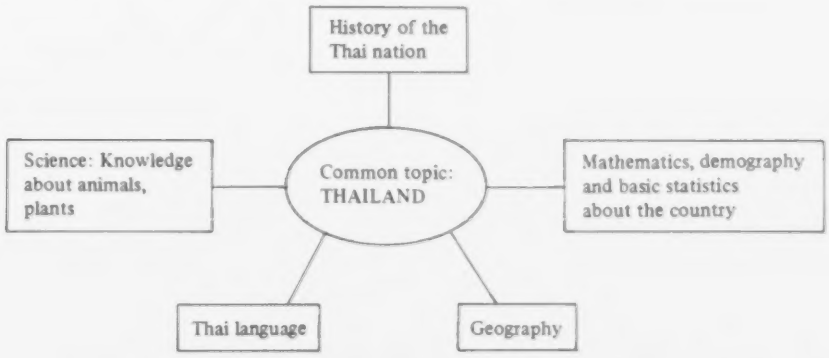

History of the Thai nation
Science: Knowledge about animals, plants
Common topic: THAILAND
Mathematics, demography and basic statistics about the country
Thai language
Geography

Figure 1. Integrated curriculum of different areas of specialization

ii) The second type of curriculum is based on the problems, beginning first with the problems of the learner and gradually expanding the scope to deal with the problem in the community and society at large.

Figure 2 below provides an example of the second type of the curricula:

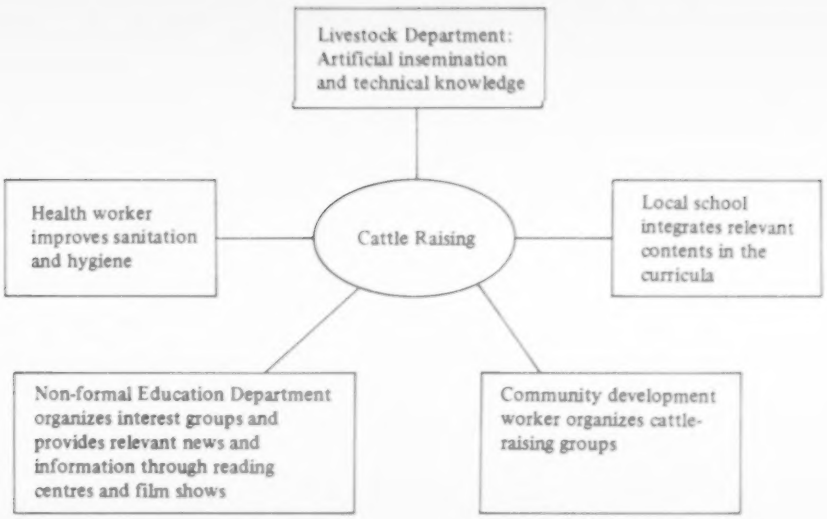

Livestock Department: Artificial insemination and technical knowledge
Health worker improves sanitation and hygiene
Cattle Raising
Local school integrates relevant contents in the curricula
Non-formal Education Department organizes interest groups and provides relevant news and information through reading centres and film shows
Community development worker organizes cattle-raising groups

Figure 2. Integrated curriculum based on the problems and needs of the learner

d) Field operational approaches (for experimentation):

   i) Adopt instructional approaches so that they are relevant to local development;

   ii) Survey the present conditions, problems and needs of the community;

   iii) Select and develop individuals for community development;

   iv) Select and develop village leaders;

   v) Organize the school to serve as a centre for formal and non-formal activities related to vocational/career training appropriate for the locality;

   vi) Establish a documentation/information centre;

   vii) Establish a career and technical knowledge co-ordinating and service centre;

   viii) Use the school to promote sports, recreation, the arts and local customs.

e) Lifelong learning system:

   Three elements involved in a lifelong learning system integrating formal and non-formal education are:

i) Local organizations

- Village reading centre committees
- School committee or the schools' education committee
- Village development committees
- Sub-district or Tambon council
- Primary school

ii) Learning and skill development *processes*

- Basic education systemss
- Information and data syystems
- Short course vocational skills development systems

iii) Learning and skills development *activities*

- Primary school programmes
- Skills training programmmes conducted by various (development) agencies
- National literacy campaiign
- Radio correspondence (group tutors) education.

f) Regional Centre activities

i) Basic knowledge programming

- The National Literacy Campaign in the South
- The Radio Correspondence Education Programme

ii) Information and data dissemination

- Information dissemination services
- Mobile libraries

iii) Occupational skills development

- Developing occupational skills
- Programme Areas, such as agriculture, rural technology, home industries, natural energy development, energy-saving tools/ equipment, and use of local materials.

II. The Centre's strengths and weaknesses

A. Strengths

1. Non-formal education is actively implemented in this Centre. Many activities involved are relevant to the needs of the people of the area.

2. The Centre utilizes the available and varied resources of the locality.

3. The Centre is a recipient of the full support of the provincial and local governments.

4. The co-operative spirit and the unstinted support of the people are manifested in the following:

   a) Donation of the sites of the reading centres;

   b) Construction of the building used by the Centre;

   c) Formation of various committees in operation;

   d) Publication of leaflets for distribution to the people to read;

   e) Soliciting materials from other sources for the reading centres;

   f) Arranging information dissemination broadcast tower at the village level;

   g) Preparing programmes for radio broadcasting and telecasting.

5. The interest and positive attitude of the people in their village are commendable:

   a) Going voluntarily to reading centres;

   b) Rendering services without monetary remuneration;

   c) Attending basic skills training as an income-generating activity.

6. The co-ordination of various agencies (health agencies/agricultural extension services/local government in training of villagers/prisoners with organized programmes for inmates) by the village development committee is noteworthy.

7. The linkages of both government and non-government entities are quite established.

8. The use of action research in improving the operation of the Centre is underscored.

B. Weaknesses/problems

The following have been considered as the weaknesses/problems in accomplishing the general objective of the Regional Centre:

1. Initial reluctance among the villagers to identify their own needs and problems. They depended upon government officials to make decisions for them in starting development projects;

2. Lack of qualified staff to handle the co-ordinated planning and complementarity between formal and non-formal education;

3. Inadequate staff training to perform their roles as change agents and forces to bring about complementarity between the formal and non-formal education sectors;

4. Insufficient, outdated needs assessment data;

5. Limited budget for development, testing and dissemination of prototype materials;

6. Lack of funds on the part of trainees to develop the required level of competence in the technologies being offered by the Centre;

7. No formal evaluation of the progress made in the Centre;

8. Limited knowledge/perception/understanding about the concepts of complementarity and co-ordinated planning by those handling the programme.

III. Suggestions for improvement:

1. Closer co-ordination between the Ministry of Education and other agencies involved in educational programmes will help achieve the required level of co-ordinated planning and complementarity between formal and non-formal education programmes in the southern region of Thailand.

2. More funds should be allocated to the operation of non-formal education to achieve complementarity and co-ordinated planning of both programmes.

3. There is a need to launch an additional outreach programme to meet the educational needs of all people in the remote areas of the southern region.

4. Assessment/evaluation instruments should be evolved for undertaking periodic evaluation so as to help bring about needed changes in the programmes.

5. A thorough understanding of the complementarity and co-ordinated planning of formal and non-formal education should be developed among all those involved in the programme at various levels through staff development meetings/seminars/workshops and undertaking visits to different centres where complementarity and co-ordinated planning between formal and non-formal education programmes have been achieved.

BAN YANG NGAM SCHOOL

I. General background

Ban Yang Ngam School, established in May 1973, is covering 169 families living in five villages. The school has on its roll 249 students – 132 boys and 117 girls. Of the 12 staff members, six are graduates and six are undergraduates. Over a period of time the school has acquired sufficient land and buildings.

Traditionally the activities of a school do not extend beyond imparting formal education to the children who enter its portals. The management of Ban Yang Ngam School, with the inspiration provided by the Department of Non-formal Education, took a major step in focusing its attention to the problems of the

community and relating the education to various need-based economic activities undertaken by the members of the community. This is a step in the right direction of establishing linkages between education and development at the earlier stage and also at the grassroots level.

II. Strengths

Identification of activities for which the school will provide support, after consultations with the members of the community, helped smooth and effective implementation of the various activities subsequently. Provision of information on selected activities in reading centres/library/book boxes helps ensure that the knowledge gained by the community members through contacts, discussions and through demonstrations is kept intact. It is heartening to note that the school authorities were not contented merely with the provision of knowledge and skills, but also helped the villagers in securing the co-operation of other developmental departments such as agriculture, animal husbandry, etc., which is essential in successfully pursuing various vocations in the community.

This community contact programme designed to improve the quality of life of the villagers helps in favourably moulding the attitudes of the parents of the school-going children and enables them to perceive the usefulness of education. Absence of positive attitudes in many countries of the region has led to the phenomena of non-enrolment and drop-out which ultimately results in wastage of scarce resources invested in primary/elementary education.

Initiation of the students to socially productive and income-generating activities at a very early age while they are acquiring basic academic knowledge greatly enhances the quality and relevance of the education. Education through work can have a lasting impression on the children who will grow into useful citizens of the future.

A programme of contact with the school graduates (successful school leavers) established in Ban Yang Ngam School is a novel and innovative one. One does not normally expect the school leavers to come to school after they have completed their education in that institution. The school has opened opportunities to school leavers also to update their knowledge and skills in any activity which they can choose from a shelf of activities. Besides providing theoretical knowledge, the school is assisting those school leavers who are engaged in various income-generating economic activities through discussions. This is a laudable measure in the development of lifelong education.

It is advocated everywhere that a school should become a focal point for all developmental activities in the community. Realization of this objective has however been mostly negated due to lack of effective co-ordination among the various agencies engaged in development work. Ban Yang Ngam School, without any fanfare, seems to have achieved integration of school activities with those carried out by the community which sends its wards to this school.

III. Weaknesses

The visit to this school did not, however, throw any light on the beneficial effects of this community involvement programme on the school itself. It is not clear whether the enrolment and retention have increased and what support the community has rendered in the functioning of the school. In other words, it appears to be a one-way traffic, however beneficial it may be. Contribution by the community in whatever form it comes will strengthen the linkages further.

No doubt the engagement of the school children in useful economic activities related to the community to which they belong is desirable. But at the same time it will be necessary to ensure that the academic progress of the children is not hampered by such activities. Again, it will be advantageous if the children engaged on productive activity are rewarded with some incentives – either in cash or in kind. Such a measure will not only sustain the interest of the children in the activity, but will also bring forth willing co-operation of the members of the community.

It is presumed that the Ministry of Education and particularly the Department of Non-formal Education would like to replicate the experiment of Ban Yang Ngam School elsewhere. If so, it will be advantageous to conduct a systematic evaluation of this experiment so that it can be repeated in other similarly placed schools after suitable refinements and removal of such deficiencies as may come to light as a result of an evaluation.

SONGKHLA NAVAL PERSONNEL'S WIVES GROUP

One of the aims of this Songkhla Naval Personnel's Wives Group is to provide to its members and opportunity to learn some useful home crafts during their leisure time. These interest groups started in Songkhla about two years ago.

When a sufficiently large number of the members express their interest in learning a certain craft, the leader of the group would invite a resource person either from a college, a school or elsewhere to give a demonstration-cum-training course. This may be considered a non-formal education programme, organized for an adult interest group.

On the day of the participants' visit, there were about 40 naval personnel's wives learning how to make artificial flowers. Two resource persons were invited from Bangkok. Each member provided her own raw materials, and she did not have to pay any fee for the course.

The advantages of such a programme are:

1. To make profitable use of the spare time of the naval personnel's wives;

2. To train the members in some skills which they can use in their homes for a better living; and

3. To urge the members to make use of their skills in producing more items for sale and increase the income of the families.

The participants of the Seminar were of the opinion that co-ordinated planning and complementarity between formal and non-formal education may be promoted as follows:

1. The village schools, through the Regional Non-formal Education Centre at Songkhla, could be made aware of the possibility of inviting the naval personnel's wives as resource persons to train the pupils, and also the village adults, in certain crafts in which the wives have become quite skilled.

2. The interest in any particular craft among the villagers can be identified by the Regional Non-formal Education Centre, and communicated to the Naval Personnel's Wives Group. Then the members of the latter may learn that craft themselves until they have sufficient skill to act as resource persons for the villagers. Thus the skills learnt will not be wasted, but can be imparted to a wider group of people who otherwise may not be in a position to do so.

FOOD, NUTRITION AND RURAL DEVELOPMENT CENTRE FOR SOUTHERN THAILAND (FNRDC) OF PRINCE OF SONGKHLA UNIVERSITY

I. Background

Prince of Songkhla University (PSU) – which was established in 1968 on the pattern of the Land Grant tradition of USA for upgrading the living standard of the rural poor in Southern Thailand – has initiated over the last five years eight projects aiming at integrated rural development through better mobilization of its own internal resources besides providing its normal educational programmes through its 12 faculties.

FNRDC is one of those eight projects which is being organized by the Home Economics Department in close co-operation with the extension and continuing education project of the university. The activities carried out by FNRDC are funded by PSU, the Asia Foundation and USAID. The centre has 15 members of staff and a number of laboratories.

II. Activities

Activities undertaken by FNRDC in eight selected villages include research and training to solve food and nutrition problems of the rural poor. The Centre has established through studies that 99 per cent of plants are edible, and only 1 per cent are non-edible. The Centre is also engaged in experiments that aim at growing plants and increasing food production. Training programmes conducted by the Centre include creation of good food habits, besides growing a variety of plants and ways

and means of increasing food production based on its research findings as an important input.

III. Accomplishments

The Centre, with the co-operation of the extension and continuing education project of PSU, has helped in increasing the university's capacity to do effective extension outreach and to target its resources in ways that have encouraged a more integrated approach to rural development, with particular reference to nutrition and food production problems of the rural poor. This is one of the finest examples of complementarity between formal higher education and non-formal education. However, it is an isolated experient, and its success is mainly due to the dedicated work of the couple engaged in the two interdependent projects.

IV. Problems

1. It has not been possible to provide continuous support to all the eight villages through visits due to inadequacy of staff. Intensive work by the Centre has, therefore, been confined only to three villages.

2. Funds allocated to the Centre are insufficient.

3. The Centre has not been able to forge linkages with formal schools which could have helped it in its extension work.

4. The Centre is working in an area which has a strong science education component. But no co-ordination has been established with the formal school sector to promote science education.

5. The replication of the Centre's work, which is in the pilot phase, may become difficult as soon as assistance provided by the Asia Foundation and USAID is withdrawn.

6. The work of the Centre is being co-ordinated at present through the mechanism of committees representing all concerned interests. This mechanism has, however, not proved very effective because of very low frequency of the meetings.

V. Suggestions

1. The staff of the Centre needs to be strengthened.

2. Budgetary allocation for the Centre needs to be increased.

3. The Centre should establish linkages with the Office of the Primary Education Commission and the Non-Formal Education Department of the Ministry of Education as well as the Institute for the Promotion of Teaching Science and Technology, Bangkok, for purposes of incorporation of food and nutrition components in school curricula and teaching-learning materials.

4. The Centre should also assist the Ministry of Education to include food and nutrition components in the teacher education curriculum.

SONGKHLA RUBBER RESEARCH CENTRE (SRRC)

I. Background

The Songkhla Rubber Research Centre is attached to the Department of Agriculture, Ministry of Agriculture and Co-operatives. Its jurisdiction extends to the whole of lower Southern Thailand. The Centre has been established to carry out research for improving rubber technology and for transferring that technology mainly to the farmers through training.

II. Organization of SRRC

The Centre has one division, ten technical groups and a network of eight stations. The division is concerned with administration, finance and budgeting, security, public relations, co-ordination, etc. Out of the ten technical groups, seven deal with research, two with development and one with training.

III. Activities

As is evident from the previous section, the Centre is engaged in three types of activities, viz. research, development and training. Transfer of rubber technology is attempted through a variety of training programmes organized by the Centre for the benefit of the farmers, extension officers of the Agriculture Department, students, military reserves and also those who are dealing with rubber. The training methodologies adopted by the Centre include lectures, documentation, study visits, and organization of exhibitions. Apart from contact programmes conducted by the Centre, training is also imparted through a Mobile Training Unit. About 12,000 personnel are trained every year by the Centre and its eight stations. The age-group of trainees ranges between 15 and 40 years. The Centre also arranges study visits for foreigners. So far, study visits have been organized for officers from Indonesia, Papua New Guinea and Sri Lanka.

IV. Accomplishments

Studies conducted by the Centre have helped in improving the rubber clone, plant protection, rubber economics, rubber marketing, etc. From the point of view of complementarity between the activities of the Centre and the programmes for formal schools, this Centre has helped in preparing teaching-learning materials on rubber technology for instruction in schools and has also produced audio-visual materials for this purpose. Again, exhibitions organized by the Centre in the Provincial Annual Fairs, School Annual Fairs and certain events of colleges and universities, have benefitted the general public and school and college/university students in exposing them to rubber technology.

V. Problems

The main problem faced by the Centre is the inadequacy of funds.

VI. Suggestions

1. At present, the literacy component in the training programmes of the Centre meant for the farmers is missing. The Centre may establish linkages with the Ministry of Education for introducing the literacy component in its training programme, which will be of a functional character.

2. If the Ministry of Education is not willing to provide funds for meeting the cost of salary of adult educators, suitable legislation may be enacted to levy education cess in the rubber industry for raising funds for this purpose.

3. The Centre may help the Institute for the Promotion of Teaching Science and Technology in updating the teaching-learning materials in rubber technology from time to time based on its latest research findings.

4. The teaching-learning materials produced by the Centre should also be regularly distributed to the village reading centres by producing additional copies with the financial assistance from the Department of Non-formal Education, Ministry of Education through the Southern Regional Non-formal Education Centre.

5. The Centre may associate the universities in its research activities.

6. The Centre may also establish strong linkages with the rubber industry for dissemination of its research findings and for seeking the industry's support for its various activities.

SOUTHERN THAILAND EXPERIMENTAL PROJECT (STEP)

I. Background

Southern Thailand Experimental Project (STEP) was conceived by the staff of the Southern Regional Non-formal Education Centre, with collaboration from the staff of the provincial non-formal centres at Phatthalung, Satoon, and Nakornsrithamaraj. It now covers 22 villages, of which Ban Kho Thong Som, where the group visited on Sunday, 27 October 1985, is one example.

1. Objective

The STEP was conceived to operationalize the non-formal education concept and carry out the general objective of the Regional Centre to "improve the quality of life of the rural poor by bringing together the three essential ingredients of community change: the people, community development services, and the process of education".

Such an integrated approach aims at the promotion of self-reliance among the people. It follows the "Khit-pen" philosophy, according to which, "a person is happy when he is able to make a decision which can bring about harmony between himself and the environment in which he lives". Such a harmony, it contends, can be achieved if three sources of information are taken into consideration in making a decision. These are, first, the technical information which concerns the nature of being; secondly, information about the society and its norms and values; and thirdly, knowledge about oneself, one's own needs, strengths and weaknesses. The "Khit-pen" approach should assist the learner to critically examine the three sources of information and to make his own decision on the most suitable solution.

2. **Duration**

The whole project started in 1983 and will terminate in 1986. At Ban Koh Thong Som, it started in October 1984 and will terminate in December 1985.

3. **Responsible agencies**

The Southern Regional Non-formal Education Centre, Department of Non-formal Education, Ministry of Education (Thailand), is responsible for the Project. The World Education Council is also involved by providing a consultant to the Project. The USAID is giving financial assistance to the amount of one million Baht for the whole period of three years.

4. **The target population**

The target group is the population in the village of Ban Koh Thong Som.

5. **The criterion for selection**

The criterion of STEP in selecting its target groups is poverty. In Southern Thailand, four provinces can be classified as such: Phatthalung, Satoon, Songkhla, and Nakornsrithamaraj. In each province, the poorer villages are selected, and there are in all 22 villages selected as the sites of the Project. Ban Koh Thong Som, where the group paid a visit, is one of these 22 sites.

II. Detailed description of Ban Koh Thong Som (Target population)

The village, Ban Koh Thong Som, was founded over 50 years ago in 1935. It is located in Koke Muang Sub-district, Kao Chai Son District, Phatthalung Province. The land area is 5,700 rais, most of which are hilly, with some plains. The main occupations of the villagers are rubber plantation and rice farming. The population is 1,152 or 232 households, of which 79 per cent are Buddhists and the rest are Thai Muslims. There are one Buddhist temple, two Musjids, and one primary school. The majority of the villagers have received four years of primary education. The number of illiterate persons at the beginning of the Project was 17.

The village is headed by a headman, who was elected in 1983. It has a village development committee, with seven sections: Government, defence, development, health, finance, education and culture, and welfare and social activities.

Prior to the involvement in the STEP project, the village was gradually developed but with little participation and co-operation among the villages. The reason for this, according to the document, is that "the large majority of the villagers migrated from different places of origins". There had been little stability in the leadership of the village. Most headmen before the present one served only for one year or two years.

III. Activities

The initial activity was the organization of a village workshop in 1984. It was attended by 25 participants, consisting of 15 members of the different village development sections; four representatives from the Ministry of Health, Ministry of Agriculture and Co-operatives, Ministry of Education, Ministry of Interior; one Sub-district Chief; one Headmaster of Ban Koh Thong Som Primary School; and four representatives from different groups in the village.

After having analysed and discussed problems in the community, the villagers decided to organize the following projects to deal with priority problems:

1. Cattle Raising Project
2. Co-operative Store Project
3. Daycare Centre
4. Improvement of Rubber Sheeting Project
5. Clean Water and Sanitation Project
6. National Literacy Campaign
7. Improvement of the Village Reading Centre.

1. Cattle Raising Project

Beginning on 5 February 1985, the Project has now a membership of 75 (68 men and 7 women). It has an operating fund of 25,250 Baht, 17,000 of which was provided by the STEP, 7,500 came from the contribution of group membership, and 750 Baht was the result of a collaborative effort in building facilities for immunization of cattle.

The Project operates on the credit principle. About 2,000 Baht would be advanced to those who would like to raise a cow (which costs about 2,000 Baht as a calf). Those who receive the credit would pay back by instalment of about 100 Baht monthly.

The criteria for giving the credit are (a) membersip of the group; (b) no cow in his possession; and (c) ability to raise the cow. Those who are qualified under these criteria then draw lots among themselves.

In this Project, the development agencies such as the extension workers of the Ministry of Agriculture are involved to give knowledge on cattle raising. The new technique of artificial insemination is being introduced. The Project is expected to increase the income of the group member; for example, it will take about two years for a young calf to grow up, and to be sold for about 5,600 Baht. The number of cattle increases from 231 at the start of the Project to 244 at present.

The problem encountered is that although there is about 452 rais of natural meadow, and half a rai of a demonstration plot for in-bred grass, the members of the project felt that more public land is needed for in-bred grass cultivation.

2. Co-operative Store Project

Beginning on 14 March 1985, the Project has now 95 members with 160 shares. The members paid 100 Baht for each share, and no member is permitted to buy more than ten shares. The total capital of the store now stands at 16,000 Baht. At the end of the year, each member will receive 20 per cent as dividend on each share. The profit for the month of October 1985 is 1,293 Baht.

It is expected that the Project will help the villagers to buy essential goods more cheaply, develop greater understanding about co-operatives, learn to co-operate and form groups to deal with common problems, and develop a source of funding for their activities.

The development agency such as the Accelerated Rural Development Department (ARD) is involved in promoting this activity. The store keeper, a young girl with nine years of education, has been taught book-keeping and other related techniques by the representative of the ARD. She receives about 500 Baht as a monthly salary.

The participants of the Seminar suggested that villagers should also be taught how to distinguish between healthy food and food with artificial colouring which is hazardous for health.

3. Daycare Centre

The daycare centre came into operation on 7 June 1985. There are 37 children and two staff members. The villagers donated a sum of 1,300 Baht as an initial investment, and the parents pay 75 Baht per month per child for the operating costs. Through this project, the village hopes to prepare the pre-schoolers for primary education and share the burden in childcare so that the parents can have more time to earn their living.

The development agency such as the Community Development Department is involved in the project.

The participants of the Seminar felt that the centre should have more teaching materials for children.

4. Improvement of Rubber Sheeting Project

Initiated on 16 February 1985, the project now has a membership of 35 people, 33 men and 2 women. The project received 15,000 Baht from the STEP and 3,600 Baht contribution from the group numbers. The project aims to increase knowledge on the improvement of rubber sheeting among members, to produce better quality sheeting and to have more negotiating power in selling. The members have attended a course provided by the Rubber Research Centre at Songkhla. They also receive pamphlets from the Ministry of Agriculture.

The participants of the Seminar felt that learning materials should be made more accessible to the members of the rubber sheeting group and the villagers.

5. Clean Water and Sanitation Project

The project was started on 8 September 1985 with 25 participants, 24 men and 1 woman. The project has three sources of income: 15,000 Baht from STEP, 10,750 Baht contributed by villagers, and an additional 8,250 Baht provided by other agencies.

It is expected that the project will assist the villagers to have hygienic latrines which can help to prevent communicable diseases in the community and that the fund generated from the project will be expanded to serve as a sanitation development fund.

Since the operation of the project, the number of latrines increased from 32 to 65, water-distillers from 6 to 12, water tanks from 2 to 3, and waste-baskets from 102 to 226.

Health volunteers in the village have been given a ten-day training at the Hospital in Phatthalung.

6. National Literacy Campaign

The village has also participated in the National Literacy Campaign. Of the 17 illiterates identified, 3 have now mastered the literacy skills. The method of the campaign is based on volunteers to teach the illiterates. The school helps in the follow-up and encourages the parents to participate in the campaign.

7. Improvement of the Village Reading Centre

The villagers have set up a village reading centre in the community by constructing the building themselves and using materials purchased with local tax fund of 16,000 Baht and donation of 6,000 Baht from the villagers.

There are two daily newspapers supplied by the Non-formal Education Centre. Other reading materials and periodicals are also supplied by development agencies. The average number of users is about 25 persons daily. The Village

Reading Centre is also used as a village hall where monthly meetings and at least three lectures given by representatives of development agencies are held.

IV. Linkages and complementarity in the Project

The STEP Project operates on the principle of an integrated approach to development. The perceptible linkage can be identified between the non-formal education and the various development agencies. As implied in the account given above, the orientation and brainstorming among the villagers, at the initial workshop organized by STEP, preceded other organized activities. The educational role of different development agencies can also be perceived in all these projects.

Since the seed money given by STEP plays a significant role, the question arises as to how the villagers will carry on the work after STEP withdraws its assistance. The monitoring efforts will have to be mounted by the Non-formal Education Centre as well as other development agencies.

Other questions arise in the mind of the participants of the Seminar: What is the role of the primary school here? What is the complementarity between formal and non-formal education?

The school principal responded that the primary school in the village is participating in the community development effort through the school pupils. In the organization of curricular activities, school children have been assigned work which would involve them in the community, such as taking care of the Village Reading Centre, teaching their parents in the literacy campaign. The school also has demonstration plots in agriculture, and invites villagers to observe agricultural activities of the school. A school teacher also serves as a member of the village committee.

Suggestions

The participants of the Seminar would like to see an enhanced role of the primary school, its teachers and its pupils in linking the school activities with the community development projects, for example, the school curriculum should have direct bearing on the occupations of the villagers, so that the pupils will be able to help the parents in learning about more profitable and more scientific ways of improving their occupational skills. The school principal could serve as a facilitator, maintain regular contacts with the Non-formal Education Centre and make full use of the information and resources available in the non-formal sector to assist in both classroom teaching and community development. He should also assist the Non-formal Education Centre in disseminating information and knowledge in skills development. Therefore the school and its staff should play an active and participatory role rather than a consultancy role.

The development departments such as agriculture, animal husbandry, co-operative, health, etc. should supply educational materials such as leaflets and pamphlets to the Village Reading Centre, Co-operative Store and Health Centre for free distribution among the villagers.

The person in charge of the Reading Centre should keep a record of all those using the centre and try to collect additional reading materials which could attract more readers. Similarly, the person in charge of the Co-operative Store may disseminate information about science, specially when it comes to sale of canned and other preserved food items.

"PRATHAN RATNIKORN" AREA VOCATIONAL TRAINING CENTRE

I. General background

The Centre was established in 1981 with the objective to provide secondary students with learning opportunities in both academic and vocational subject areas that are appropriate to their maturity, needs, interests and attitudes.

Functions/purposes: In order to achieve this overall objective, the Centre was assigned the following functions:

a. To provide students in the secondary schools in its service area with opportunities to select and to study vocational courses from a wider range of subject areas than what could be offered at any one multi-purpose secondary school; and

b. To have programming responsibilities for the out-of-school population.

Centre's programmes: The Centre operates from 8.30 a.m. to 8.00 p.m. From 8.30 a.m. to 4.30 p.m. approximately 75 per cent of its activities are directed to programmes for secondary school students who have secured particular courses. The remaining 25 per cent of its day-time activities and all of its activities after 4.30 p.m. are for individuals not enrolled in the formal school system.

The Centre's programmes for secondary school students are of two types. First, there are compulsory courses called "work-oriented educational courses" for those in the general secondary school. 480 hours of basic vocational/occupational courses are available for these students.

Second, there are courses for those secondary students who want to get vocational education certificates. These students will take additional vocational courses after they graduate from the school where they enrolled. The amount of coursework in vocational training which an individual student pursues varies from 1,860 (First level or Waw Chaw 1) to 2,350/3,600 (Second level or Waw Chaw 2) hours.

Programmes for out-of-school learners are of two types. First, there is the intensive one-year craftman course leading to a certificate. Second, there are the short, 225 hour courses. The short courses available at the Centre are as follows:

Industrial Arts:

Mechanics (gasoline engine); mechanics (diesel engine) and electrical system; mechanics (small engines and motorcycles); welding and metal work; mechanics (electric engine); electrical work; cooling systems

repair; radio trade (basic level); radio and TV repair; building construction work; draughtsman trade; offset printing (basic level).

Commerce:

Book-keeping; Thai-English typing (basic level); Thai-English typing (advanced level).

Home Economics:

Dressmaking (basic level); dressmaking (current fashions); tailoring (basic level); tailoring (current fashions); food and dessert preparation (basic level); food and dessert preparation (specific recipes); hair-dressing (basic level); hair-dressing (current styles); barbering.

Arts and Handicrafts:

Artificial flower making; advertising artwork; Thai music; international music; leathercrafts.

Finally, there are programmes for individuals who wish to supplement or increase their academic credentials. Three different programmes are offered. The first enables students who have earned an upper secondary school (vocational stream) certificate to study for a higher vocational certificate or associate degree. The Prathan Ratnikorn Centre collaborates with the Haad Yai Technical College in offering this service.

The second is open to upper secondary school (general stream) graduates who wish to earn an upper secondary level vocational certificate. The Centre collaborates with the technical colleges in Haad Yai, Phatthalung, and Satoon Provinces in carrying out this programme.

Finally, the Centre works with any secondary school in its service area to provide interested students with the opportunity to upgrade their vocational training from the first level (Waw Chaw 1) to the second (Waw Chaw 2).

Enrolment

Table 1. Enrolment in short courses from 1982-1985

Courses	*Curriculum year*				
	1982	*1983*	*1984*	*1985*	*Total*
Auto engine	23	19	–	–	42
Electricity	19	20	37	–	76
Welding	14	20	–	–	34
Typing	30	39	27	42	138
Tailoring	8	–	–	–	8
Total	94	98	64	42	298

II. The Centre's strengths and weaknesses

Strengths

1. The Centre operates in accordance with the concept of complementarity.

2. The co-ordination between the Technical College (formal) and the Area Vocational Centre (non-formal) is noteworthy.

3. The support of the people in the community is shown in the donation of one million Baht for building the Centre, and donation of the land for the Centre.

Weaknesses/problems

1. Decrease in enrolment because too many private schools are offering the same courses, and long distance between the school and the students' homes.

2. Due to the decrease in enrolment, the facilities of the Centre are not fully utilized.

3. Lack of a continuing feasibility study on the needs of target groups and follow-up programmes.

III. Suggestions for improvement

1. The Centre should explore new possibilities for new areas/courses to optimally utilize the facilities/equipment of the Centre.

2. A study of the needs of the community should be undertaken before courses are offered.

3. Mini-courses for diversified interests of out-of-school youths and adults should be offered to avoid drop-outs and to encourage more enrolment.

Annex 1

LIST OF PARTICIPANTS

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Thailand	:	Dr. Kamol Sudaprasert, Deputy Director-General, Department of Curriculum and Instruction Development, Ministry of Education, Bangkok
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RESOURCE PERSONS

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Mrs. Warunee Charupun

Dr. Chookiat Leesuwan

Miss Darunee Thamronglerdrit

Annex II

LIST OF SEMINAR DOCUMENTS

Information documents

1.	ROEAP(ACEID)–85/FNFE/INF.1	:	General Information Paper
2.	ROEAP(ACEID)–85/FNFE/INF.2	:	Provisional List of Participants

Working documents

1.	ROEAP(ACEID)–85/FNFE/1	:	Provisional Agenda
2.	ROEAP(ACEID)–85/FNFE/2	:	Provisional Schedule of Work

3. Provisional Schedule of the Field Visit in Southern Thailand

4. Sample guideline for identifying areas of complementarity and co-ordinated planning and implementation of formal and non-formal education to achieve universalization of primary education

5. Non-formal education in China, presented by Dr. Zhi-ling Yang

6. Co-ordinated planning and complementarity between formal and non-formal education in the context of universalization of elementary education in India, presented by Mr. M. Lakshminarayana

7. Summary – Current status of co-ordinated planning between formal and non-formal education in Indonesia (with special reference to Central Java), presented by Mr. R.F. Soedharno

8. The package A learning programme and the income-generating learning programme as a tool for the universalization of basic education in Indonesia, presented by Mr. R.F. Soedharno

9. Overall co-ordinated planning and complementarity between formal and non-formal education in the Philippines: Achievements and problems, presented by Dr. Maria D. Manuel

10. Co-ordinated planning and complementarity between formal and non-formal education in the Socialist Republic of Viet-Nam, presented by Mr. Dao Minh De and Mr. Dang Quoc Bao

11. Current situation in Sri Lanka on co-ordinated planning and complementarity between formal and non-formal education, presented by Mr. Gunapala Ramawickrama

Formal and non-formal education

12. The complementarity between formal and non-formal education, presented by Dr. Vichai Tunsiri

Reference documents

India

1. Report of the National Workshop on Co-ordinated Planning and Complementarity between formal and non-formal education, New Delhi, 16-27 September 1985
2. Co-ordinated planning and complementarity between formal and non-formal education: an overview of the existing situation in India, by Dr. C.L. Sapra
3. Co-ordinated planning and complementarity between formal and non-formal education in India – a synthesis study of on-going projects and programmes, by Dr. C.L. Sapra
4. Annotated inventory of projects and programmes, compiled by T.K.D. Nair and Virendra Nath (outcome of the national workshop)
5. A selected bibliography, by Nirmal Malhotra (outcome of the national workshop)
6. Information brochure (prepared for the national workshop)

Philippines

Final Report of the National Seminar-Workshop on Co-ordinated Planning and Complementarity between Formal and Non-formal Education, Pangasinan State University, College of Education, Bayambang, Pangasinan, Philippines, 7-14 July 1985

Socialist Republic of Viet Nam

Final Report of the National Workshops on Co-ordinated Planning and Complementarity between Formal and Non-formal Education, Hanoi, 20-22 May 1985 and 5-12 June 1985

Sri Lanka

Report of the National Workshop on Co-ordinated Planning and Complementarity between Formal and Non-formal Education, Non-formal Education Branch, Ministry of Education, Sri Lanka, 1-10 September 1985

Thailand

The Complementarity between Formal and Non-formal Education, August 1985 (summary translation of working papers)

Annex III

AGENDA

1. Opening of the Seminar
2. Election of Officers of the Seminar
3. Statement by each participant on the current situation in his/her own country of an overall co-ordinated planning and complementarity between formal and non-formal education (focusing on achievements and problems)
4. Group discussions on the theme of the Seminar, with particular reference to:
   a) Universalization of primary education
   b) Science education
   c) Basic skills training
5. Field visits to projects and programmes in the south of Thailand
6. Synthesis of the experiences, and proposals on possible activities to promote co-ordinated planning and complementarity between formal and non-formal education at the national and regional levels
7. Closing session